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# Curriculum Guideline **History and Contemporary Studies**

Part B:  
**Intermediate Division**

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of  
Education

The Honourable Sean Conway, Minister  
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## Preface

This guideline outlines the expectations of the Ministry of Education for the development of history and contemporary studies courses in the Intermediate and Senior Divisions. It includes course outlines for the Ontario Academic Courses in history and contemporary studies.

### ***History and Contemporary Studies, 1986***

is divided into four parts:

- ***Part A: Policy and Program Considerations*** includes policy statements and recommendations for developing courses in history and contemporary studies.
- ***Part B: Intermediate Division*** provides directions for developing courses for Grades 7 to 10.
- ***Part C: Senior Division*** provides directions for developing courses for Grades 11 and 12.
- ***Part D: Ontario Academic Courses*** outlines the Ontario Academic Courses in history and contemporary studies.

This document supersedes the following guidelines:

*Economics, Senior Division, 1971*

*History, Intermediate Division, 1977*

*History, Senior Division, 1970*

*Law, Senior Division, 1972*

*Man in Society, Senior Division, 1965 —*

*People in Politics, Senior Division, 1972*

*World Religions, Senior Division, 1971*



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**Introduction:**  
**The Intermediate Division**  
**(Grades 7-10)**

Courses developed for the Intermediate Division should provide students with opportunities to acquire an understanding of Canadian history and society. The Grade 7 and 8 program, “The Emerging Canadian Community”, focuses on social history and explores the growth and development of the Canadian nation beginning with the communities of Native people at the time of contact with Europeans and continuing through to early twentieth-century urban and rural society. The compulsory Grade 9 or 10 program “Contemporary Canada: Life in the Twentieth Century” builds upon the foundation established in Grades 7 and 8, as students examine contemporary issues of con-

cern to Canadians as citizens of Canada and the world community. Courses developed from the program should contain a strong citizenship component that emphasizes the processes and procedures as well as the institutions of the Canadian political and legal systems. The contemporary studies program “Living in a Changing World” enables students to explore their identity and the nature of the society they live in at the immediate, local level, at the broader national and international levels, and in relation to the past, the present, and the future.

Program	Grade	Course Code
The Emerging Canadian Community		
Early Canadian Communities	7	
Building the Canadian Nation	8	
Contemporary Canada: Life in the Twentieth Century	9 or 10	HCT
Living in a Changing World	9 or 10	HSL

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Major Cognitive-Skills Objectives

The following major cognitive-skills objectives are prescribed for history and contemporary studies courses in the Intermediate Division. The objectives must be included in the planning of a course outline and in classroom instruction as the course progresses. Schools may add major objectives to a course outline in order to meet the needs, interests, and abilities of the students in their communities, provided such objectives are consistent with those prescribed for the course.

Cognitive-Skills Objectives  
Grades 7 and 8

Focus

Students should be able to formulate suitable questions for an inquiry. Courses planned shall therefore assist and enable students to:

- examine a variety of questions on a topic;
- generate a list of questions on a topic;
- select the “best” question on a topic from a list;
- discuss the quality of questions;
- discuss the purpose of questions;
- use different types of questions, including factual, definitional, comparative, ranking, decision making/issue analysis.

Organize

Students should be able to select and develop an organizer for the focus. Courses planned shall therefore assist and enable students to:

- use an appropriate type of organizer for the focus – e.g., time sequence, simple cause-and-effect, simple comparison, decision-making/issue-analysis;
- develop their own organizers, with appropriate teacher direction;
- re-examine the appropriateness of the focus;
- revise the focus as necessary.

Locate

Students should be able to locate and select information.<sup>1</sup> Courses planned shall therefore assist and enable students to:

- find various sources of information – e.g., personal memory and notes, people, textbooks, other books (in the library), government agencies, print and electronic media, audio-visual materials, computer software and data bases – with appropriate teacher direction;
- select information by using indexes, tables of contents, and headings in books, with appropriate teacher direction;
- discuss the meaning of information read, observed, and listened to;
- discuss the reliability of information read, observed, and listened to.

1. It is expected that the teacher will consult with the librarian in planning for the use of resources within the school and the community.

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**Record**

Students should be able to summarize and record information based on the organizer. Courses planned shall therefore assist and enable students to:

- identify main ideas in information;
- identify supporting details in information;
- summarize information in their own words;
- select appropriate quotations, pictures, maps, diagrams, and cartoons;
- record information and relate to appropriate parts of organizer;
- re-examine the appropriateness of organizer and focus, with appropriate teacher direction;
- adjust organizer and focus, as necessary, with appropriate teacher direction.

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**Evaluate/Assess**

Students should be able to evaluate and assess the recorded information. Courses planned shall therefore assist and enable students to:

- identify the topic in information;
- connect information to appropriate ideas;
- determine whether information is fact or opinion;
- discuss whether information is relevant to the focus;
- determine whether additional information is required;
- re-examine the appropriateness of organizer and focus;
- adjust organizer and focus, as necessary, with appropriate teacher direction.

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**Synthesize and Conclude**

Students should be able to synthesize and draw conclusions from the information. Courses planned shall therefore assist and enable students to:

- observe relationships in the data – e.g., comparative, cause-and-effect, sequential – with appropriate teacher direction;
- draw conclusions based on observations;
- explain their own opinion;
- use supporting evidence for an opinion;
- assess the usefulness of the conclusion(s);
- assess the usefulness of the skills used in the inquiry, with appropriate teacher direction;
- assess the appropriateness of the method and materials used to record information.

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**Apply**

Students should be able to apply the product and process of the inquiry to other situations or circumstances. Courses planned shall therefore assist and enable students to:

- develop generalizations from conclusion(s);
- apply a general rule to a specific case;
- make predictions based on conclusion(s);
- discuss comparisons that can be based on conclusion(s);
- discuss decisions that can be based on conclusion(s);
- discuss the practical uses of conclusion(s).

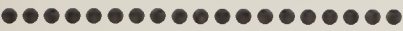
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**Communicate**

Students should be able to communicate the product and process of the inquiry. Courses planned shall therefore assist and enable students to:

- determine the appropriate type(s)/mode(s) of communication – e.g., oral, written, visual;
- communicate in a manner consistent with the organizer/purpose of the inquiry, with appropriate teacher direction;
- write clear, coherent notes, sentences, and short paragraphs;
- speak clearly and coherently;
- write to describe ideas, events, and personalities;
- write to explain ideas, events, and personalities;
- speak in a variety of situations – e.g., role playing, simulation, small-group discussion;
- use charts, graphs, maps, and pictures in some assignments and in notes.





Cognitive-Skills Objectives  
Grades 9 and 10



Focus

Students should be able to formulate suitable questions for an inquiry. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– examine a variety of questions on the same topic;	– generate a list of questions on a topic;	– generate a list of questions on a topic;
– discuss the quality of questions;	– discuss the quality of questions;	– establish criteria for assessing questions;
– discuss the purpose of questions;	– discuss the purpose of questions;	– recognize questions that meet the criteria;
– select the “best” question on a topic from a list;	– rate the quality of questions in a list;	– formulate questions that meet the criteria;
– recognize different types of questions, including: factual, definitional, comparative, ranking, decision making.	– use different types of questions, including: factual, definitional, comparative, ranking, decision making.	– use different types of questions, including: factual, definitional, comparative, causal, ranking, decision making, speculative.



Organize

Students should be able to select and develop an organizer<sup>†</sup> for the focus. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– use an appropriate type of organizer for the focus – e.g., time sequence, simple cause-and-effect, simple comparison, decision making/issue analysis;	– use an appropriate type of organizer for the focus – e.g., time sequence, multiple causation, multiple comparison, simple ranking, decision making/issue analysis with alternatives and criteria;	– use and develop an appropriate type of organizer for the focus – e.g., time sequence, multiple causation, multiple comparison, simple ranking, decision making/issue analysis with alternatives and ranked criteria;
– re-examine the appropriateness of the focus;	– re-examine the appropriateness of the focus;	– re-examine the appropriateness of the focus;
– revise the focus as necessary.	– revise the focus as necessary.	– revise the focus as necessary.

<sup>†</sup> The complexity and sophistication of the organizer will vary according to the level of difficulty. Organizers at the basic level will be the least complex and sophisticated. Nevertheless, as the course and program proceed, the organizers used at any level of difficulty should grow in complexity and sophistication.



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**Locate**

Students should be able to locate and select information.<sup>2</sup> Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– find various sources of information – e.g., people, textbooks, dictionaries, newspapers, maps, charts, pictures, films, computer software – with teacher direction;	– find various sources of information – e.g., people, textbooks, other books (in library), print and electronic media, audio-visual materials, government and other agencies, computer software – with teacher direction;	– find various sources of information – e.g., people, textbooks, other books (in library), print and electronic media, audio-visual materials, some primary sources, government and other agencies, computer software and databases – with teacher direction;
– select information on a topic, with significant teacher direction;	– select information by using indexes, tables of contents, and headings in books;	– select information by using indexes, tables of contents, headings in books, and systematic skimming;
– discuss the reliability of sources of information, with significant teacher direction;	– discuss the reliability of sources of information, with some teacher assistance;	– determine the reliability of sources of information, with minimal teacher assistance;
– discuss the meaning of material read, observed, and listened to, with significant teacher direction;	– discuss the meaning of material read, observed, and listened to, with some teacher assistance;	– determine the meaning of material read, observed, and listened to with minimal teacher assistance;
– discuss the relevance to the focus and the organizer of material read, observed, and listened to, with significant teacher direction.	– discuss the relevance to the focus and the organizer of material read, observed, and listened to, with some teacher assistance.	– determine the relevance to the focus and the organizer of material read, observed, and listened to, with minimal teacher assistance.

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2. It is expected that the teacher will consult with the librarian in planning for the use of resources within the school and the community.

Record

Students should be able to summarize and record information based on an organizer. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– identify main ideas and supporting ideas in information;	– identify main ideas and supporting ideas in information;	– identify main ideas and supporting ideas in information;
		– relate information to the main ideas;
– summarize information in their own words, with significant teacher direction;	– summarize information in their own words, with some teacher assistance;	– summarize information in their own words, with minimal teacher assistance;
– select appropriate quotations and pictures;	– select appropriate quotations, pictures, maps, charts, tables, diagrams, and cartoons;	– select appropriate quotations, pictures, maps, charts, tables, diagrams, and cartoons;
– record information and relate to appropriate parts of organizer;	– record information and relate to appropriate parts of organizer;	– record information and relate to appropriate parts of organizer;
– re-examine appropriateness of focus and organizer, with significant teacher direction;	– re-examine appropriateness of focus and organizer, with some teacher assistance;	– re-examine appropriateness of focus and organizer, with minimal teacher assistance;
– adjust focus and organizer, as necessary, with significant teacher direction.	– adjust focus and organizer, as necessary, with some teacher assistance.	– adjust focus and organizer, as necessary, with minimal teacher assistance.

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**Evaluate/Assess**

Students should be able to evaluate and assess the recorded information. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– distinguish between relevant and non-relevant information, with significant teacher direction;	– distinguish between relevant and non-relevant information, with some teacher assistance;	– distinguish between relevant and non-relevant information, with minimal teacher assistance;
– identify the topic in information;	– identify the topic in information;	– identify the topic and point of view in information;
	– connect information to appropriate ideas;	– connect information to appropriate ideas;
– determine whether information is fact or opinion;	– determine whether information is fact or opinion;	– determine whether information is fact or opinion;
		– evaluate information for logical errors;
– determine whether additional information is required, with significant teacher direction;	– determine whether additional information is required, with some teacher assistance;	– determine whether additional information is required, with minimal teacher assistance;
– re-examine appropriateness of focus and organizer, with significant teacher direction;	– re-examine appropriateness of focus and organizer, with some teacher assistance;	– re-examine appropriateness of focus and organizer, with minimal teacher assistance;
– adjust focus and organizer, as necessary, with significant teacher direction.	– adjust focus and organizer, as necessary, with some teacher assistance.	– adjust focus and organizer, as necessary, with minimal teacher assistance.



Synthesize and Conclude

Students should be able to synthesize and draw conclusions from information. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
<ul style="list-style-type: none"><li>– observe relationships in the data – e.g., comparative, cause-and-effect, past-present, sequential – with significant teacher direction;</li></ul>	<ul style="list-style-type: none"><li>– observe relationships in the data – e.g., comparative, cause-and-effect, past-present, sequential – with some teacher assistance;</li></ul>	<ul style="list-style-type: none"><li>– observe relationships in the data – e.g., comparative, cause-and-effect, past-present, sequential, whole-part – with minimal teacher assistance;</li></ul>
<ul style="list-style-type: none"><li>– draw conclusions based on observations;</li></ul>	<ul style="list-style-type: none"><li>– draw conclusions based on observations;</li></ul>	<ul style="list-style-type: none"><li>– draw conclusions based on observations;</li></ul>
<ul style="list-style-type: none"><li>– use a minimal amount of supporting evidence for an opinion;</li></ul>	<ul style="list-style-type: none"><li>– use a satisfactory amount of supporting evidence for an opinion;</li></ul>	<ul style="list-style-type: none"><li>– select evidence for an opinion from an excessive amount of supporting evidence;</li></ul>
<ul style="list-style-type: none"><li>– explain their own opinion, with related evidence;</li></ul>	<ul style="list-style-type: none"><li>– explain their own opinion, with related evidence;</li></ul>	<ul style="list-style-type: none"><li>– explain their own opinion, with related evidence;</li></ul>
<ul style="list-style-type: none"><li>– assess the usefulness of the conclusion(s);</li></ul>	<ul style="list-style-type: none"><li>– assess the usefulness of the conclusion(s);</li></ul>	<ul style="list-style-type: none"><li>– assess the usefulness of the conclusion(s);</li></ul>
<ul style="list-style-type: none"><li>– assess the usefulness of the skills used in the inquiry, with significant teacher direction;</li></ul>	<ul style="list-style-type: none"><li>– assess the usefulness of the skills used in the inquiry, with some teacher assistance;</li></ul>	<ul style="list-style-type: none"><li>– assess the usefulness of the skills used in the inquiry, with minimal teacher assistance;</li></ul>
<ul style="list-style-type: none"><li>– assess the appropriateness of the method and materials used to record information.</li></ul>	<ul style="list-style-type: none"><li>– assess the appropriateness of the method and materials used to record information.</li></ul>	<ul style="list-style-type: none"><li>– assess the appropriateness of the method and materials used to record information.</li></ul>

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**Apply**

Students should be able to apply the product and process of the inquiry to other situations or circumstances. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– develop generalizations from conclusion(s);	– develop generalizations from conclusion(s);	– develop generalizations from multiple conclusions;
	– apply a general rule to a specific case;	– adapt a general rule to different cases;
– make predictions based on conclusions;	– make predictions based on conclusions;	– make predictions based on conclusions;
		– speculate about alternative outcomes;
– discuss comparisons based on conclusions, with significant teacher direction;	– discuss comparisons based on conclusions, with some teacher assistance;	– make comparisons based on conclusions, with minimal teacher assistance;
– discuss and make decisions based on conclusions, with significant teacher direction;	– discuss and make decisions based on conclusions, with some teacher assistance;	– discuss and make decisions based on conclusions, with minimal teacher assistance;
– determine practical uses of conclusion(s);	– determine practical and abstract uses of conclusions;	– determine practical, abstract, and academic uses of conclusions;
– determine practical uses of skills used in inquiry, with significant teacher direction.	– determine practical and abstract uses of skills used in inquiry, with some teacher assistance.	– determine practical, abstract, and academic uses of skills used in inquiry, with minimal teacher assistance.

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Communicate

Students should be able to communicate the product and process of the inquiry. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– determine the appropriate type(s)/ mode(s) of communication – e.g., oral, written, visual;	– determine the appropriate type(s)/ mode(s) of communication – e.g., oral, written, visual;	– determine the appropriate type(s)/ mode(s) of communication – e.g., oral, written, visual;
– discuss the appropriateness of the type of communication to data, audience, time/resource constraints;	– discuss the appropriateness of the type of communication to data, audience, time/resource constraints;	– determine the appropriateness of the type of communication to data, audience, time/resource constraints;
– communicate in a manner consistent with the organizer/purpose of the inquiry, with significant teacher direction;	– communicate in a manner consistent with the organizer/purpose of the inquiry, with some teacher assistance;	– communicate in a manner consistent with the organizer/purpose of the inquiry, with minimal teacher assistance;
– write clear, coherent, and correct notes, sentences, and short paragraphs;	– write clear, coherent, and correct multi-paragraph compositions, including a bibliography;	– write clear, coherent, and correct multi-paragraph compositions, including proper bibliography and footnotes;
– speak clearly and coherently;	– speak clearly and coherently;	– speak clearly and coherently;
– write to describe ideas, events, and personalities;	– write to describe ideas, events, and personalities;	– write to describe ideas, events, and personalities;
– write to explain ideas, events, and personalities;	– write to explain ideas, events, and personalities;	– write to explain ideas, events, and personalities;
		– write to persuade;
– speak in a variety of situations – e.g., asking and answering questions, small-group discussion;	– speak in a variety of situations – e.g., small-group discussion, role playing, simulation, oral report;	– speak in a variety of situations – e.g., role playing, panel discussion, simulation, debate, oral report;
	– speak persuasively;	– speak persuasively;
– use appropriate charts and pictures.	– make and use charts, graphs, maps, and pictures in some assignments and in notes.	– make and use charts, graphs, maps, and pictures in some assignments and in notes.



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# The Emerging Canadian Community

Early Canadian Communities – Grade 7  
Building the Canadian Nation – Grade 8

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## Rationale

“The Emerging Canadian Community” introduces Grade 7 and 8 students to the formal study of history and contemporary studies through an investigation of Canada’s past and present. The orientation is toward social history – the experiences of men, women, and children and the interaction of people, events, and environment.

The community concept introduced in the Primary and Junior years is central to the program. To this end, students follow a broadening communities approach, beginning in Grade 7 with a study of the students’ own local community and proceeding to an examination of the major communities in early Canadian history – those of Native people,<sup>3</sup> New France, and Upper Canada. The Grade 8 program continues the expanding communities approach through the nineteenth century, with the principal focus still on the lives of people. After a study of pre-Confederation communities, the development of Canadian nationhood in mid-century is investigated. In the latter part of the century, the expansion of the nation and the impact of the nineteenth-century forces of change on Canadian life are the central themes. By the end of Grade 8, students are prepared for a more formal study of Canada and of international communities.

The development of cognitive skills, which include communication and thinking skills and the relationships among them, is a major concern of the program.

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## Aims

- Courses planned shall assist and encourage students to:
- develop a sense of personal identity, of relationship with their communities, and of identity as Canadians;
  - develop self-confidence and self-esteem;
  - develop pride in the local community, the province, and Canada;
  - extend the cognitive skills needed to process and communicate information in a variety of contexts;
  - understand the impact of significant people and events on the history of various communities and of Canada;
  - understand the experiences of ordinary men and women and their contributions to Canadian society;
  - understand the contributions of Native people, the French, the English, and various other cultural communities to Canada’s multicultural heritage;
  - understand such concepts as sequence, continuity, cause, effect, and change.

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3. The term “Native people” is used to denote “. . . registered Indians, non-status Indians, Métis, and Inuit collectively when there is no need to define the population boundaries explicitly. In other words, ‘Native’ is a term used to describe the aboriginal people after the period of contact with the Europeans. Prior to the contact period, the aboriginal people were either Indian or Inuit.” (Ministry of Education, Ontario, *People of Native Ancestry, Senior Division, 1981* [Toronto: Ministry of Education, Ontario, 1981], p. 96.)

Special Considerations

Core units

All units designated for Grades 7 and 8 are core and must be taught. The depth of treatment and the emphasis will be determined by the needs, interests, and abilities of the students and the resources available. Current events should also be an integral part of the history and contemporary studies program in Grades 7 and 8. Current events and news items may be introduced into the program to update historical topics.

Integration with other programs

The most effective learning takes place when students can apply concepts and skills across a variety of subject areas. The Grade 7 and 8 history and contemporary studies program provides many opportunities for integration with other programs, including language arts, geography, guidance, and family studies. By organizing the Grade 7 and 8 program around the five broad themes listed below, teachers can facilitate the desired cross-application of concepts and skills, as well as introduce some of the concepts developed in Senior Division contemporary studies programs. The five themes are:

- 1. **Individual identity.** Students consider their uniqueness, their personal worth, and their place in the world.
- 2. **The individual and the environment.** Students consider the relationship between people and their environments.
- 3. **The individual and historical change.** Students consider the idea that change is natural and occurs or will occur both within their own lives and over longer periods of time.
- 4. **The individual and others.** Students consider the individual’s need for other people and the features of human interaction.
- 5. **The individual, the state, and institutions.** Students investigate how communities have governed themselves and developed their institutions.

Overview

Grade 7 courses developed from “Early Canadian Communities” should explore the roots and culture of Native and early French and English communities. In the introductory unit, “Local Community Study”, students examine the history and contemporary life of their own locality in order to strengthen their grasp of the concept of community. The social evolution of Canada is then traced, to help students become aware that history concerns itself both with the experiences of people and with the interaction of people and events and people and their environment.

Grade 8 courses developed from “Building the Canadian Nation” should extend the study of Canadian communities through the nineteenth century and into the early twentieth century. While the orientation continues to be that of social history, students also begin to consider the economic development and political evolution of the young nation.

Units

Early Canadian  
Communities –  
Grade 7

Minimum  
Time Allotment  
%

1.	Local Community Study	15
2.	Native Communities	20
3.	The Community of New France	20
4.	The Community of Upper Canada	20

Building the  
Canadian Nation –  
Grade 8

Minimum  
Time Allotment  
%

1.	Conflict and Change: The Rebellions in Upper and Lower Canada	20
2.	Shaping the Nation	20
3.	The Nation Expands, 1867-1914	20
4.	Canada: A Changing Society, 1870-1920	20

The time remaining, if minimum times are used, must be allocated to extended studies of the units listed above, or to current events, or to appropriate topics selected from the “Personal and Practical Studies” areas outlined on page 14 of OSIS.

Major objectives

Cognitive skills

The major cognitive-skills objectives outlined on pages 7-8 apply to courses developed from “The Emerging Canadian Community”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
  - sensitivity to the rights, opinions, and concerns of others;
  - pride in the local community, the province, and Canada;
  - appreciation of the need for co-operation in group work and in community life;
  - empathy with the struggles of pioneer settlers in various communities;
  - appreciation of the traditions and culture that various groups have contributed to Canada;
  - appreciation of the experiences of both women and men and of their contributions to Canadian society.



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**Knowledge**

Students should develop an understanding of:

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**Early Canadian Communities**  
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1. Local Community Study
- the factors that make them and their families unique;

– the features of the various communities to which they belong.
2. Native Communities
- aspects of the culture of different Native groups, past and present;

– the ways in which different cultures in the past and in the present have affected and continue to affect one another as a result of contact;

– major issues of concern to Native people today;

– contributions of Native people to Canadian life.
3. The Community of New France
- reasons for exploration and early settlement of New France;

– characteristics of everyday life in New France for men, women, and children;

– the role of particular explorers, administrators, settlers, *coureurs de bois*, missionaries, *religieuses*, *filles du roi*, female fur traders, and soldiers in New France;

– aspects of French-Canadian culture today.
4. The Community of Upper Canada
- the origins of community life in towns and rural areas of Upper Canada;

– characteristics of everyday life in Upper Canada for Loyalists and other settlers (men, women, and children);

– the significance of the American Revolution and the War of 1812 for Canadians.

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**Building the Canadian Nation**  
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1. Conflict and Change:  
The Rebellions in Upper and Lower Canada
- such terms as: co-operation, conflict, change, and rebellion;

– the major sources of conflict that led to the 1837 rebellions;

– the roles of key personalities in the rebellions;

– the effects of the rebellions on everyday life for men, women, and children;

– the major social, economic, political, and legal changes that resulted from the rebellions.
2. Shaping the Nation
- similarities and differences in comparable aspects of social, economic, and political life in the British North American colonies on the eve of Confederation;

– the principal causes, key personalities, and main events of Confederation;

– the effects of Confederation on everyday life for men and women;

– the reasons why the various provinces and territories joined the nation after Confederation.
3. The Nation Expands, 1867-1914
- causes of conflict between the Canadian government and the Native people;

– reasons why the West was settled and the different ways in which settlement took place;

– characteristics of everyday life for the western settlers (men, women, and children);

– effects of post-Confederation settlement on western Canada.
4. Canada: A Changing Society, 1870-1920
- the major social and economic factors that changed Canadian society in the late nineteenth and early twentieth centuries;

– the similarities and differences between comparable social issues in the past and present;

– the roles of individual men and women and groups in effecting change.

Sample Units:  
Early Canadian Communities

Each sample unit represents *one way* to plan and teach the unit. Teachers may adapt these sample units or devise their own. *Only the major objectives for “The Emerging Canadian Community” are prescribed.*

Sample Unit 1.  
Local Community Study

Description

A community can be a geographical, political, or sociocultural unit, or simply a group of people who live and work together in the same vicinity. In this introductory unit, students explore the origin, development, and functions of the immediate community in which they and their families live and investigate their relationship with it. This investigation should equip students with some basic skills and tools of historical study and help them deepen their understanding of the nature of community.

Unit objectives

Cognitive skills  
Students should be able to:

	I	D	E
– develop a timeline organizer for their personal history	x		
– develop a comparison organizer for a study of the community, past and present	x		
– find sources of information within the school dealing with the school’s history	x		
– find sources of information within the community dealing with local features and community history	x		
– develop a visual display reflecting aspects of early life in their community	x		
– write a descriptive paragraph about the aspects of early life in their community dealt with in their visual display	x		

- I – Introduce
- D – Develop
- E – Extend

.....  
**Attitudes**

Students should develop:

- a positive self-image;
- empathy with and tolerance for the views of various groups of people within their community;
- willingness to work co-operatively in a group.

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**Knowledge**

Students should develop an understanding of:

- the factors that make them and their families unique;
- the features of the various communities to which they belong.

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**Topics**

**1. Discovering My History**

- important events in my life
- my likes and dislikes
- aspects of my personality that make me different from and/or similar to someone else
- sources of information about myself
- major influences on me

**2. Discovering My Family’s History**

- important events in my family’s history
- my family’s roots
- sources of information about my family
- my family’s customs and traditions

**3. Discovering My School’s History**

- important events in my school’s history
- sources of information about my school
- changes in my school over time
- the relationship of my school with the larger community

**4. Discovering My Community’s History**

- my community’s origins and early settlement
- sources of information about my community
- changes in my community over the years



**Sample teaching and formative-evaluation strategies**

- Have students keep a diary that they add to at the end of each class for the duration of the unit. The dated entries should note what students have learned about themselves and their community as well as their feelings about what they have learned. Diaries can be evaluated by the students themselves.
- Have students make personal history timelines, featuring photographs, illustrations, and cartoons, to mark key events or “firsts” in their lives and/or in their family history. It is important for students to develop the skill of organizing personal information into sequences and trends before they attempt to do so with historical information.

Examples of Personal and Historical Timelines

- i) Some students may wish to construct a timeline that deals only with their experiences in a single day.

7:30	7:45	8:00
Alarm rang.	Got up, got dressed.	Breakfast.

- ii) Other students may wish to begin with a timeline featuring highlights of their personal history.

1974	1975	1976
November 9, I was born.	October 19, I took my first step.	March 27, my sister was born.

- iii) Once students are comfortable with the skills of organizing information, they can create a timeline to organize events that took place in a larger context. In this unit, a timeline for the development of the community would be appropriate.

1907	1909	1911
Incorporation of municipality.	Major mill built.	Many people arrive.

8:30	8:45	9:00	10:15	11:00
Left for school.	Walked to school with Ian and Ann.	First class. Got A on history report. Discussed finding information about our town.	Hurt wrist in phys. ed. class. Went to nurse.	Science class. Went outside to study plants.

1977	1979	1980	1982	1984
I got my first bike.	Started Kindergarten.	Started Grade 1. Learned to read. Learned to swim.	Moved from Huntsville to London.	Visited grandparents in Italy.

1913	1914	1917
Town hall built.	Many men and women enlist in Canadian armed services.	Women become more heavily involved in work force.

– Have the class work in groups of between five and seven students to create a minihistory of their school. Sources of information might include: teachers and administrators, yearbooks, architectural plans for the school. Students should look for and record such features as location, age, design of the building (and any changes to it over time), statistics on the number of students over the years, school motto, school song, school crest, names of principals, graduates of note, school achievements (e.g., in sports, drama, debating). This activity can evolve into a comparison of school life at different points in time. Students might compare a typical school day today with one in the past.

– Have students develop a “Newcomers’ Guide” to the school community. The guide should include a sketch map of the area with the key features (e.g., stores, services, recreational facilities) numbered and briefly described.

– Divide the class into groups to develop visual displays and compose and present brief written or oral reports that answer the following questions:

- i) Why was the community first settled?
- ii) When was the community founded and where did the founders come from?
- iii) How did the community grow in its early years? Why did it grow?
- iv) What were some of the early industries and businesses of the community?
- v) What were some of the early social and political groups in the community?
- vi) What were some of the leisure activities in the early years of the community?
- vii) Who were some of the early leaders of the community and what were their achievements?

Sources of information might include: the public library for books, maps, pictures, newspapers; a local museum; a pioneer village; town or city hall records; senior citizens.



– Have students develop a chart or organizer showing how the community today compares with the community in the past with respect to, for example, size, work and leisure activities, gender roles, leaders. Students could write a paragraph or give an oral report explaining the changes they observe.

Organizer for the Community  
Today and in the Past

Decade	1940s	1950s	1960s	1970s	1980s
Categories of comparison					
size					
work					
leisure activities					
gender roles					
leaders					

– Have students imagine that, while sitting at home, they are suddenly transported back in time a hundred years (or an appropriate number of years for their community). Students can write stories telling where they would be, who or what might be there with them, and what each person would be doing.

Sample summative-evaluation  
strategies

– Have students interview each other to find out key events in each other’s lives. Students then make timelines for one another, including at least eight events, with their dates, listed in proper sequence. This strategy could be used as part of peer evaluation, with the student who has been interviewed evaluating the accuracy of the interviewer’s timeline.

– Have students compare features of life for a young teenager today and a young teenager twenty-five years ago, using a comparison organizer. The complexity of the organizer and/or the written product based on the organizer should be assessed.

.....  
**Sample Unit 2.**  
**Native Communities**

**Description**

In this unit, Native communities are examined selectively. Students learn about the craft of the historian, before examining the ways in which the Canadian environment shaped the distinct cultures of the Native people. Students also explore the impact that Native and non-Native cultures had and continue to have on each other. As they see what happened when Indian and European cultures came into contact, the students begin to deal with such concepts as co-operation and conflict. This investigation should also help students discover how history can be useful for understanding current issues of concern to Native people.

**Unit objectives**

.....  
Cognitive skills

Students should be able to:

.....

	I	D	E
.....			
– generate a list of questions dealing with the beliefs of Native people	x		
.....			
– use a comparative question to examine the two Native groups	x		
.....			
– distinguish between fact and opinion in sources dealing with Native people	x		
.....			
– discuss the relevance to the focus and/or hypothesis of information about current Native concerns	x		
.....			
– select appropriate quotations about current Native concerns for use in an issue-analysis/decision-making organizer	x		
.....			
– relate information about current Native concerns to appropriate parts of an organizer	x		
.....			

- I – Introduce  
D – Develop  
E – Extend

.....  
**Attitudes**

Students should develop:

- the ability to see things from the point of view of others;
- sensitivity to the rights, opinions, and concerns of others;
- appreciation of the traditions and cultures of Native people.

.....  
**Knowledge**

Students should develop an understanding of:

- the steps historians follow in conducting an inquiry;
- the theories related to the origin of Indian people;
- aspects of the culture of different Native groups, past and present;
- the ways in which different cultures in the past and in the present have affected and continue to affect one another as a result of contact;
- major issues of concern to Native people today;
- contributions of Native people to Canadian life.

**Topics**

**1. The Historian’s Craft: The Mystery of History**

- sources of information about the life of early Native people
- methods of finding, evaluating, and using evidence
- steps in the process of making inferences and drawing conclusions from historical evidence
- ways in which historians apply their conclusions

**2. Theories About Origins**

- migration and settlement theories
- creation beliefs

**3. Native Cultures**

- culture: what it is; factors that influence culture
- major environmental areas (survey)
- pre-contact Native communities (selected case studies)

**4. Contact Between Indians and Europeans**

- the impact of contact
- positive and negative consequences of cultural interaction for both the Indians and the Europeans

**5. Contemporary Issues and Concerns**

- selected case studies from contemporary Canadian life related to such issues as: cultural identity; land claims; Native women’s legal, political, and social rights; human rights



Sample teaching and formative-evaluation strategies

– Have students view filmstrips on two distinct Indian cultural groups and then help them use an organizational approach similar to the one described below to develop an inquiry.

1.	State a focus for the inquiry	– How does the culture of West Coast Indians differ from that of the Algonkians?																					
2.	Prepare an organizer for the focus to allow students to compare the two cultures, using a common set of criteria	<table><tr><td>Groups</td><td>West Coast</td><td>Algonkian</td></tr><tr><td>Categories of comparison</td><td></td><td></td></tr><tr><td>food supply</td><td></td><td></td></tr><tr><td>environment</td><td></td><td></td></tr><tr><td>social groups</td><td></td><td></td></tr><tr><td>gender roles</td><td></td><td></td></tr><tr><td>art</td><td></td><td></td></tr></table>	Groups	West Coast	Algonkian	Categories of comparison			food supply			environment			social groups			gender roles			art		
Groups	West Coast	Algonkian																					
Categories of comparison																							
food supply																							
environment																							
social groups																							
gender roles																							
art																							
3.	Locate and evaluate information	– Information from a filmstrip is evaluated by comparing it with information from other sources.																					
4.	Record information	– Information is entered into or related to the proper sections of the chart.																					
5.	Apply information by creating a generalization about the focus	– A generalization is developed relating the availability of food (as determined by the environment) to the level of social and artistic evolution.																					
6.	Communicate the results of the inquiry	– Small groups present oral reports to the class.																					

- Develop with the librarian a reading list of books or articles containing Indian legends. Students use the resource centre or library to research what different Native cultures believed about the origin of the world, the origin of human beings, and the origin of the tribe. The class then develops a list of questions dealing with the beliefs of Canada’s original people.
- Have students investigate the roles played by Native men, women, and children in the economic, social, and political life of Native communities.
- Use a case study of an Indian culture – e.g., the Beothuk or the Huron – to illustrate what happened when the Indian culture came into contact with the European culture.
- Give students copies of three articles or textbook excerpts dealing with Native people. Students determine if the information in each is fact or opinion and identify and explain both any evidence of bias in the materials and the types of bias (e.g., racial, gender). Teachers and students then develop definitions of “fact”, “opinion”, and “bias”.
- Have students maintain a current-events folder of materials on Native people. Students compile and discuss a list of current Native concerns as reflected in the articles they have gathered, and each student analyses one issue from the list. An example of an issue-analysis/decision-making organizer is provided in Part A of this guideline.

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### **Sample summative-evaluation strategies**

- Provide students with a comparison organizer for examining how Native and non-Native people use natural resources. Students then relate the main ideas in the information they locate to the correct cell(s) of the organizer.
- Provide students with two readings containing different information about the origin of Canada’s Native people. Students then develop comparative questions to serve as the focus for an inquiry. The questions should be assessed on the basis of their level of complexity.

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**Sample Unit 3.**  
**The Community of New France**

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**Description**

In this unit, students investigate the origin and development of New France, explore the nature of daily life in the colony, and examine the changes resulting from the interaction of New France with other communities. The emphasis is on the types of people who lived in that society, the ways in which authority affected their lives, and the evolution of their communities.

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**Unit objectives**

.....

**Cognitive skills**

Students should be able to:

.....

	I	D	E
.....			
– use factual, comparative, and decision-making questions in an imaginary interview with an explorer	x		
.....			
– select the “best” question for an inquiry dealing with an aspect of life in New France	x		
.....			
– observe cause-and-effect relationships in the development of French-English conflict	x		
.....			
– assess the usefulness of a conclusion arrived at after considering the relative advantages and disadvantages of being a seigneur/seigneuse or a habitant(e)	x		
.....			
– speak effectively in the role of a historical figure and/or imaginary member of French-Canadian society	x		
.....			
– write a descriptive paragraph about an aspect of French-Canadian culture	x		
.....			

- I – Introduce  
D – Develop  
E – Extend

.....

**Attitudes**

Students should develop:

- willingness to co-operate and work with others;
- empathy with the situation of individuals in New France after conquest by the British;
- appreciation of the traditions and culture of French Canada.

.....

**Knowledge**

Students should develop an understanding of:

- reasons for the exploration and early settlement of New France;
- characteristics of everyday life in New France for men, women, and children;
- the role of particular explorers, administrators, settlers, *coureurs de bois*, missionaries, *religieuses*, *filles du roi*, female fur traders, and soldiers in New France;
- aspects of French-Canadian culture today.

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**Topics**

**1. Exploration and Settlement**

- reasons for exploration
- the importance of Jacques Cartier
- reasons for settlement
- the importance of Samuel de Champlain

**2. Establishing a French-Canadian Culture**

- the “royal colony”: structure, laws
- life in New France: seigneurial system, family life, gender roles, education, values, and traditions

**3. Conflict and Change**

- conflicts between French and Native groups (Iroquois, Huron)
- the expansion of New France
- conflict between French and British
- Quebec today



Sample teaching and formative-evaluation strategies

- Have students role play an imaginary interview with Jacques Cartier (and/or Samuel de Champlain). The class is divided into groups and one student in each group plays the role of Jacques Cartier, with the others as reporters. Sample questions might be: “Why did you come to North America?”; “What were your first impressions?”; “Why are you considered to be so important in the history of Canada?” “How does New France compare with France?”
- Have students compare the governor, intendant, and bishop to authorities with similar powers in their own lives.
- Have students create a poster illustrating one of the laws in New France (e.g., marriage tax, baby bonus, fur-trade regulations).
- Have students prepare oral reports explaining why they would rather have been a seigneur/seigneuse or a habitant(e). Students should draw some conclusions from the information about how the lives of these groups were different from each other and about how the choice of a particular role reflects the student’s own values.
- Have students work in groups to explore aspects of life in New France. Some possible topics are: family life, religion, education, traditions, transportation, architecture. These topics could be broken into such subtopics as: the role of women in the family and community, winter transportation, holiday celebrations. Each group generates a list of questions on its sub-topic and selects the best question as a focus for its inquiry. The groups present their findings orally, using audio-visual aids (charts, overheads), role playing, and other techniques (in preference to simply reading to the class).
- After students have read about the *coureurs de bois* or the *filles du roi* from various sources, have them role play an encounter between a young man or woman who has decided to become a *coureur de bois* or *fille du roi* and his or her mother or father or friend who is arguing against the decision. Students could attempt to reconstruct the decision-making process of the young people and communicate to the class what influenced their decisions.

- Have the class debate informally one of the following topics: “The *coureurs de bois* were a good influence on life in New France”; or “The educational and medical work performed by *les religieuses* was essential to life in New France.”

Examples of Organizers for a Debate

- i) Focus: Were the *coureurs de bois* a good influence on life in New France?

Alternatives	yes	no
Criteria		
population growth		
defence		
income		
values		
impact on cultural and social life		
impact on relations with Native people		

- ii) Focus: Was the educational and medical work performed by *les religieuses* essential to life in New France?

Alternatives	yes	no
Criteria		
population growth		
health		
values		
religion		
income		
education		
impact on cultural and social life		
impact on relations with Native people		

– Develop the idea of cause-and-effect relationships. Everyday examples can be used. Present a scrambled list of causes and effects related to the French-English conflict and have students divide the items into causes and effects. Students then attempt to match the causes with their effects. Some possible causes are: competition in the fur trade; empire building; competition for military supremacy; war in Europe; territorial disputes; conflict over waterways. Some possible effects are: polarization of Native groups (e.g., Hurons, Iroquois); building of forts; conquest in 1760; military presence in colonies; creation of local militia.

– Assign students the roles of different members of society in New France – e.g., military officer; seigneur; *curé*; nun; craftsperson; habitant(e) father, mother, or child; *coureur de bois*; merchant; Iroquois father, mother, or child – and have them imagine that it is the day after the British conquest of the colony. Working in groups of four or five, students answer these questions in their assigned roles:

- i) “Are you afraid?” “Why?” (or “Why not?”)
- ii) “What do you think will happen to you?”
- iii) “Why do you feel this way?”
- iv) “Do you think your life will change in any way?”  
“Why?” (or “Why not?”)

The results are recorded in the group for presentation to the class.

– Have students keep a current-events news file of items from newspapers and magazines dealing with French-English relations. To distinguish between facts and opinions, students select three articles from their clippings file and summarize them, using the point-form method. They then evaluate whether the information in each article is fact or opinion and look for any evidence of bias.

– Ask students to find an example of contemporary French-Canadian music, art, folk art, or architecture and describe it in a paragraph.

### Sample summative-evaluation strategies

– Provide students with pictures of a governor, an intendant, a nun, a bishop, a *filles du roi*, and a *coureur de bois*, with cartoon “speech bubbles” drawn beside each character. Students (i) identify each character, and (ii) write a few sentences that each might have said. Teachers assess how well the sentences reflect students’ knowledge of the role of each member of the society of New France.

– Have students continue their role playing of reactions to the conquest of New France. The role playing could take the form of an interview or a short scene. Students respond, in character, to the terms of (i) the Treaty of Paris, 1763, (ii) the Royal Proclamation, 1763, or (iii) the Quebec Act, 1774. Students could also engage in a form of self-evaluation by preceding the role playing with a discussion about what criteria – e.g., dramatic effect, dialogue, costume, historical accuracy, amount of historical information – should be used in the evaluation.



.....  
**Sample Unit 4.**  
**The Community of Upper Canada**

**Description**

In this unit, students investigate the emergence and early development of Upper Canada. The emphasis is on strategies people used to adapt to their isolated environment, ways in which they co-operated with one another in the pioneer society, and their responses to the major challenge of the War of 1812.

**Unit objectives**

.....  
**Cognitive skills**

Students should be able to:

	I	D	E
.....			
– develop a decision-making organizer to determine why Loyalists migrated to Upper Canada	x		
.....			
– develop a comparison organizer for information on the work of pioneer men and women	x		
.....			
– find information about pioneer schools in textbooks, other books in the library, and local resources (e.g., museums, pioneer villages)	x		
.....			
– select information about pioneer schools, using indexes, tables of contents, and headings in books	x		
.....			
– discuss the practical uses of conclusions regarding important pioneer qualities	x		
.....			
– develop generalizations about coping with the isolation of pioneer life	x		
.....			
I – Introduce			
D – Develop			
E – Extend			

.....  
**Attitudes**

Students should develop:

- appreciation of the need for co-operation in community life;
- appreciation of the achievements of pioneer settlers in Upper Canada;
- willingness to work co-operatively on a group project.

.....  
**Knowledge**

Students should develop an understanding of:

- the origins of community life in towns and rural areas of Upper Canada;
- characteristics of everyday life in Upper Canada for Loyalists and other settlers (men, women, and children);
- the contributions of men, women, and children to the emerging society;
- the significance of the American Revolution and the War of 1812 for Canadians.

**Topics**

**1. Upper Canada**

- location and physical features
- early settlements: review of pre-Loyalist inhabitants

**2. The Loyalists**

- the impact of the American Revolution
- migration:
  - a) the different groups of people who took part in the Loyalist migrations
  - b) routes and areas of settlement
  - c) hardships of the migration experience

**3. Establishing a Community in Upper Canada, 1784-1850**

- post-Loyalist immigration
- early pioneer experiences of Loyalists and other immigrant groups
- family life: roles of men, women, and children
- work and leisure:
  - a) farming, timber trade
  - b) “bees”, celebrations
- the growth and development of early institutions: schools and churches
- transportation: roads and vehicles; canals and boats
- the emergence of towns

**4. Conflict: Testing the New Colony**

- the War of 1812
- the impact of the war



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### Sample teaching and formative-evaluation strategies

– Explain in general terms who the different groups of Loyalists were and why they left the Thirteen Colonies and identify differences of background and wealth within the Loyalist group. Students could then develop a decision-making organizer to determine why Loyalists with various backgrounds migrated to Upper Canada.

– Give students the following list of implements that the Loyalists in the Kingston area received:

*boards, nails, shingles, 80 squares of window glass, guns, ammunition, 1 axe, plough, leather for horse collars, 2 spades, 3 hoes, seeds, 1 handsaw, hammer, knife, 2 scythes, 1 sickle, clothing, 2 horses, 2 cows, 6 sheep.*

After considering the list, students discuss the following questions: Who would use each item and how? What would their environment have been like? How would they have made a living? Would their lives have been easy or difficult? What two items would you add to the list, if you could, to help Loyalists establish themselves in Upper Canada?

– Read excerpts to the class from Susanna Moodie's and Catharine Parr Traill's accounts of pioneer experiences. Students speculate about how the pioneer coped with the isolation of pioneer life and discuss some practical suggestions for helping ease the pioneers' loneliness. Teachers and students develop generalizations about how pioneers overcame the hardship of isolation.

– Have students develop a project on the pioneer schoolhouse. Using appropriate books or a resource list, students select one of the following assignments:

- i) Make a model of a typical one-room schoolhouse.
- ii) Compare the daily timetable of a pioneer student with your own.
- iii) Describe the qualifications and discipline methods of a typical teacher and the subjects taught in a pioneer school.
- iv) List the advantages and disadvantages of a one-room schoolhouse.

– Have students imagine that, as reporters for a British newspaper, they have been assigned to travel through Upper Canada and interview various settlers to find out about life in Upper Canada. Settlers include: (i) an immigrant from the British Isles, (ii) a wealthy Loyalist, (iii) a recently arrived farmer's wife, and (iv) a twelve-year-old son or daughter of a farmer. Students prepare a list of questions to aid in interviewing the people and another list of the possible answers of each settler.

– Work with the class to compile a list of the features that make up a country's sense of national identity and to determine which features were present before the War of 1812 and which were present after the war. Students try to account for the differences they have noted.

– Provide students with the following list of qualities: co-operativeness, task commitment, courage, loyalty, empathy, self-discipline, tolerance, patience, courtesy, initiative, compassion, honesty, resourcefulness. Students choose the three qualities that they feel were the most important for an early pioneer to have, rank them in order of importance, and then explain why they made their choices. Finally, students consider and explain whether the same three qualities are important for success today.

– Have students prepare a newspaper similar in structure to one from the period, incorporating such features as social news, advertisements, editorials, editorial cartoons, letters to the editor, and major news items.

– Read to the class (or have students read) accounts of pioneer life that describe the tasks performed by each member of a family and have students answer the following questions:

- i) Was there a division of labour between men and women, boys and girls?
- ii) What skills would be needed to perform the tasks?
- iii) Who had the more difficult jobs – men, women, or children?

A comparison organizer could be constructed by the teacher and the class or by students alone or in groups to help answer these questions.

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### Sample summative-evaluation strategies

– Have students find information about early methods of travel in texts and library books and write a story about a trip by stagecoach and boat as if they were one of: (i) a passenger from London, England; (ii) a travelling salesperson in Upper Canada; (iii) a settler visiting a relative.

– Have students develop a comparison organizer for comparing features of pioneer schools with those of schools today. The complexity of the organizer and/or the written product based on the organizer could be assessed.



**Sample Units:**  
**Building the Canadian Nation**

Each sample unit represents *one way* to plan and teach the unit. Teachers may adapt these sample units or devise their own. *Only the major objectives for “The Emerging Canadian Community” are prescribed.*



**Sample Unit 1:**  
**Conflict and Change:**  
**The Rebellions in Upper and Lower Canada**

**Description**

In this unit, students examine the concepts of conflict and change before exploring the forces at work in the post-1791 period that led to the outbreak of rebellions in Upper and Lower Canada in 1837. The emphasis is on the major sources of conflict, the roles played by key individuals, and the consequences of the rebellions for ordinary Upper and Lower Canadians and for the future development of Canada.

**Unit objectives**

Cognitive skills  
Students should be able to:



	I	D	E
– use comparative questions to examine the rebellions of 1837	x		
– generate questions dealing with a current issue		x	
– develop a comparison organizer for examining the rebellions of 1837		x	
– re-examine the focus or hypothesis dealing with the rebellions of 1837 and adjust as necessary	x		
– identify the main ideas in political cartoons	x		
– record ideas about a current issue and relate to a decision-making organizer		x	

- I – Introduce  
D – Develop  
E – Extend

.....  
**Attitudes**

Students should develop:

- awareness that change is a common feature of life;
- willingness to consider opinions and interpretations different from their own.

.....  
**Knowledge**

Students should develop an understanding of:

- such terms as: co-operation, conflict, change, and rebellion;
- the major sources of conflict that led to the 1837 rebellions;
- the roles of key personalities in the rebellions;
- the effects of the rebellions on everyday life for men, women, and children;
- the major social, economic, political, and legal changes that resulted from the rebellions.

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**Topics**

**1. Change and Conflict**

- change:
  - a) the meaning of the word “change”
  - b) types of change (e.g., planned, inevitable, unexpected; positive, negative; sudden, gradual)
  - c) methods for bringing about change
  - d) potential consequences of various methods for bringing about change
- conflict:
  - a) the meaning of the word “conflict”
  - b) types of conflict (e.g., verbal, physical; individual, group)
  - c) the consequences of each type of conflict
  - d) reasons for conflicts
  - e) methods of resolving conflicts

**2. The Rebellions of 1837**

- causes
- roles of key individuals and ordinary men and women
- major events

**3. Changes Resulting From the Conflicts**

- the Durham Report
- the Act of Union, 1841
- the coming of responsible government
- social, economic, political, and legal consequences for individual men and women

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**Sample teaching and formative-evaluation strategies**

- Have students work in groups to identify a change that they would like to bring about in Canada today. Students list the steps that they could take to ensure that the change was made.



– Have students work as a class to identify relevant current issues in their school, community, or province. The class develops questions dealing with one or more of these issues and selects one as the focus of an issue analysis. Students could use an organizational approach similar to that in the example below. The example gives students the opportunity to confront an issue in a known context as preparation for dealing with more complex issues.

1.	<b>Establish a focus for the inquiry</b>	– Should Grade 8 students have to achieve a certain mark in a subject in order to take it at the advanced level in high school?			
2.	<b>Select and develop an organizer (Obvious alternatives are written out. Criteria for judging alternatives must then be developed.)</b>	<b>Alternatives</b>	yes	no	compromise
		<b>Criteria</b>			
		effect on freedom of choice			
		possibility of improved achievement in subject in high school			
		possibility of improved interest or motivation in high school			
		effects on possible career choices			
3.	<b>Locate information</b>	– In the absence of hard data, most information comes from students’ beliefs, feelings, and experiences.			
4.	<b>Record information</b>	– Students fill in each section of the organizer.			
5.	<b>Synthesize and draw conclusions from the information</b>	– Students draw conclusions from the data.			
6.	<b>Communicate conclusions</b>	– Students communicate the results of the inquiry in oral or written form.			

- Show the class examples of current political cartoons and discuss the meaning of each. Then have students work in groups to develop their own political cartoons illustrating the grievances of various types of colonists (by class, race, political affiliation, gender) in Upper or Lower Canada.
- Divide the class into two groups, one representing the Family Compact and the other representing the Reformers. The two sides role play a meeting at which they discuss, for example, how to use tax money to improve transportation.
- Have the class compare the rebellions of 1837 in Upper and Lower Canada in chart form, using such headings as: causes, personalities of leaders, characteristics of male and female supporters, methods, results.

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**Sample summative-evaluation strategies**

- Divide the class into four or five groups and have each group prepare a series of newspaper headlines describing consecutive events during the rebellions in Upper and Lower Canada. Teachers assess the quality and quantity of the headlines produced, then have each group cut out the headlines, scramble them, and exchange them with those of another group for sorting into chronological order. A timeline organizer could be developed as part of this strategy.
- After students have role played the discussion between a Family Compact member and a Reformer, have them develop a comparison organizer for examining the major points made by each side. Students then engage in a form of peer evaluation by examining the organizer to see which cells are filled or empty. The purpose of the discussion is to draw students' attention to the nature of a "true comparison" – that is, a comparison that applies similar features or points to the things being compared.

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**Sample Unit 2.**  
**Shaping the Nation**  
.....

**Description**

In this unit, students examine life in the British North American colonies on the eve of Confederation before exploring the major factors, key personalities, and significant events that led to Confederation in 1867. Students also trace briefly the subsequent addition of new territories and provinces to the Canadian nation. The emphasis is on the nature of the communities that united to form the new Canadian nation, on the growing interdependence of the colonial communities, and on individuals who played a significant part in bringing about union. The political and constitutional complexities of the period should not be given undue attention.

.....  
**Unit objectives**  
.....

**Cognitive skills**

Students should be able to:

	I	D	E
..... – generate a list of questions dealing with one of the causes of Confederation .....		x	
..... – use comparative questions to examine the similarities and differences between the colonies .....		x	
..... – find information about the causes of Confederation in texts and resource books .....		x	
..... – discuss the significance of information about Confederation .....	x		
..... – write a description of events and personalities in a pre-Confederation colony .....		x	
..... – speak effectively in the role of people (e.g., farmers, townsfolk, domestic servants, teachers, Ursuline nuns, politicians, tradespeople, Native people) reacting to Confederation proposals .....		x	
.....			
I	– Introduce		
D	– Develop		
E	– Extend		

.....  
**Attitudes**  
.....

Students should develop:

- confidence in stating a point of view;
- appreciation of the role of compromise in solving problems and bringing about change;
- sensitivity to the rights, opinions, and concerns of others.

.....  
**Knowledge**  
.....

Students should develop an understanding of:

- similarities and differences in comparable aspects of social, economic, and political life in the British North American colonies on the eve of Confederation;
- the principal causes, key personalities, and main events of Confederation;
- the effects of Confederation on everyday life for men and women;
- the reasons why the various provinces and territories joined the nation after Confederation.

.....  
**Topics**  
.....

**1. The Colonies on the Eve of Confederation, 1850-1867**

- location, physical features, population
- economy
- politics
- transportation
- social life

**2. External and Internal Factors Leading to Confederation, 1860-1867**

- British-Canadian relations
- Canadian-American relations
- intercolonial trade problems
- political problems

**3. The Achievement of Confederation**

- the contributions of key individuals
- conflicting viewpoints regarding Confederation
- main events and conferences
- July 1, 1867: “A day in the life of Canada”



## Sample teaching and formative-evaluation strategies

- Divide the class into groups of four or five students and have each group examine a British North American colony, using the headings that follow. This information could be related to a comparison organizer.

i) *Economy.*

How did people make a living? Was wealth evenly distributed?

ii) *Population growth.*

Did the colonies grow rapidly or slowly? Why? What problems did this create?

iii) *Personalities.*

Do a brief character sketch of two key figures. Who were they? What kind of work did they do? What was their importance in the colony?

iv) *Political situation.*

Who controlled the government in the colony prior to 1867? Was this type of government acceptable to all people? Why or why not?

After the students have completed the above strategy, the class could develop a chart showing the similarities and differences among comparable aspects of life in the colonial communities. Students could also write descriptions of significant events or personalities.

- Develop activities that illustrate one or more of the problems that became causes of Confederation. The focus should be on helping students identify cause-and-effect relationships. For example, to explore the transportation problem, students could assume that they must travel from Halifax to Montreal or from Saint John, New Brunswick, to Toronto in the early 1860s. Students consult a map showing transportation routes and facilities in British North America at that time and generate and answer such questions as: What problems would they encounter in making these trips, especially in the winter? How might a union of the British North American colonies help solve any of these problems? Which groups of people might support Confederation in order to solve these problems?
- Develop or use a role-playing or simulation activity that would help students understand the different reactions of colonies and individuals to the Confederation proposals.

## Sample summative-evaluation strategies

- Have students work individually or in groups to produce the front page of a colonial newspaper for a day in the early 1860s. Articles should deal with some of the following topics: the economy, population growth, leaders, the political situation.

- Have students develop a timeline to organize the events leading up to Confederation. Both the number and significance of the events should be assessed. An example of a detailed timeline is shown below.

1859

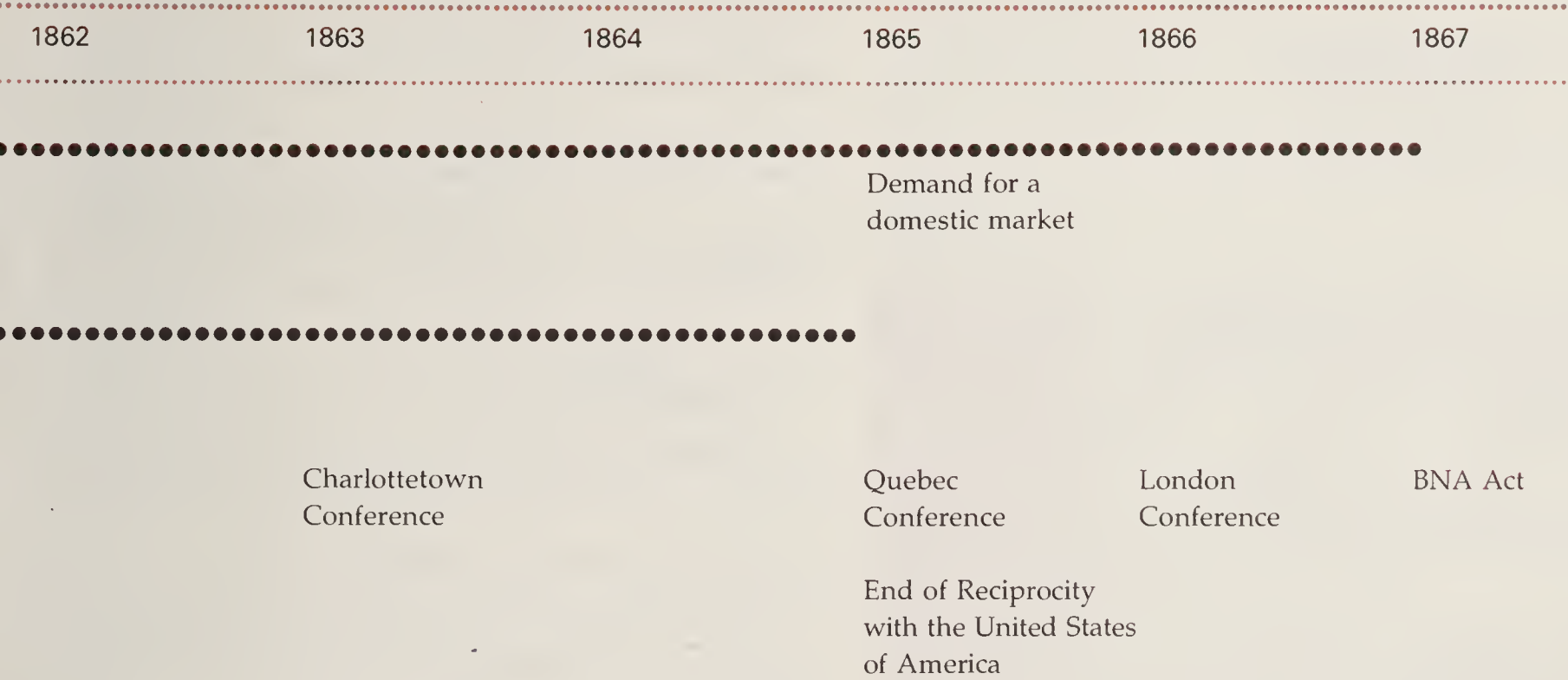
1860

1861

## British trade with South during Civil War

# Civil War in the United States of America

## Political deadlock in Province of Canada



Sample Unit 3.  
The Nation Expands,  
1867-1914

Description

In this unit, students explore a wide range of topics and issues in the history of the Canadian West between Confederation and World War I. The unit may be structured around one or more themes, such as: the growth and development of the West from the point of view of Native people; the experiences of immigrants; conflict and change; the westward expansion of Canada.

Unit objectives

Cognitive skills

Students should be able to:

	I	D	E
– develop an issue-analysis/decision-making organizer to examine choices they would face in moving to different communities		x	
– develop a comparison organizer to examine implications of strip and township land division		x	
– discuss the relevance to the focus of information from films or filmstrips about the Canadian West		x	
– investigate government statistical publications for data on immigrants to use in a comparison organizer	x		
– develop generalizations from an inquiry into the impact, on the Native people’s way of life, of establishing reserves		x	
– discuss the predictions that can be made based on an inquiry into the differences between strip and block methods of land division	x		

- I – Introduce
- D – Develop
- E – Extend

Attitudes

Students should develop:

- sensitivity to the social and cultural diversity in Canada;
- empathy for individuals, regardless of race, sex, colour, ethnic group, or religion.

Knowledge

Students should develop an understanding of:

- causes of conflict between the Canadian government and the Native people;
- reasons why the West was settled and the different ways in which settlement took place;
- characteristics of everyday life for the western settlers (men, women, and children);
- effects of post-Confederation settlement on western Canada.

Topics

1. Opening the West

- early exploration and settlement (brief review)
- federal government acquisition of the West
- Riel and the Red River Rebellion, 1870
- the construction of the Canadian Pacific Railway
- treaties with Native people and the establishment of reserves

2. The North-West Rebellion, 1885

- the establishment of the North-West Mounted Police
- the execution of Riel

3. The Immigrant Experience

- the different groups of immigrants and their reasons for immigrating
- locations of settlements of the various groups
- settlers’ early experiences

4. The Early Economy of the West

- gold rushes
- the wheat boom



---

### **Sample teaching and formative-evaluation strategies**

- Introduce the Canadian West in the 1870s through study of a filmstrip or film that gives a chronological overview of western settlement, including important events and personalities. The following questions may be used to guide student viewing:
  - i) Who wanted the West? Why?
  - ii) What did the Canadian government do to claim ownership of the West?
  - iii) What did the Native people and the Métis do to assert their claims to the land?
  - iv) What were the results of the two contrasting claims to the land?
  - v) What role did the North-West Mounted Police play in the opening of the West?
- Have students examine maps that clearly depict the strip farmland method of land division used by the Métis at Red River in 1870 and the block method of land division of the township survey. Students use a comparison organizer to show similarities and differences between these two approaches to land distribution and predict how the differences may have influenced life in the communities affected.
- Have students discuss as a class or in small groups the execution of Riel and develop a decision-making organizer that outlines alternative methods of punishment and some criteria for comparing the alternatives.
- Discuss with the class the changes brought about in the way of life of Native men, women, and children by the treaty system. Life on a reserve could be compared with life in a pre-contact Native community. Students then develop generalizations about the impact of the establishment of reserves on the Native people's way of life.

- Have students use library resources to find out about the role played by one of the following in the North-West Rebellion: Gabriel Dumont, Chief Big Bear, Chief Poundmaker, a soldier from Toronto, a Native fur trader's wife, a Métis child.
- Divide the class into three groups and explain that each group has learned that its family is about to move. Group 1 is moving to a farm in western Canada, Group 2 to Montreal, and Group 3 to Australia. The groups discuss how the move will change their way of life. Which changes would be easy to make? Which would be difficult? What could they do to make the changes easier? Which features of their way of life would they not change? The groups list the changes and classify them under such headings as: language, work, education, lifestyle, religion, clothing. Information is organized in an issue-analysis/decision-making organizer appropriate to a focus arising from the discussion questions.
- Have students collect data on the numbers of immigrants who came to Canada during the period 1880 to 1914, their countries of origin, sex, marital status, occupations, reasons for leaving the homeland, place of settlement in Canada, and so on. Students record the data in a comparison organizer.
- Have students examine the homestead legislation of the late nineteenth century and discuss why women were not eligible for homestead rights.
- Have students discuss the domestic and farm-labour activities of female immigrants and compare the lives of these women with those of the female settlers in Upper Canada.

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### **Sample summative-evaluation strategies**

- Have students develop an issue-analysis/decision-making organizer for examining the criteria involved in determining how the Canadian government could have responded to the protests of the Métis.
- Have students create a poster with the title "Canada Wants You". Posters should draw attention to some of the features that were advertised in order to attract immigrants – e.g., free land, fertile land, "Glorious Climate", employment opportunities for domestic and farm servants. Students could also engage in a form of self-evaluation by discussing whether art work or historical accuracy should be stressed in the evaluation of this project.

.....  
**Sample Unit 4.**  
**Canada: A Changing Society,**  
**1870-1920**  
.....

**Description**

In this unit, students examine how changes occur in society with reference both to social issues around the turn of the century and to a familiar contemporary issue. The emphasis is on the individual in relation to change and to authority (and/or to the state).

.....  
**Unit objectives**  
.....

**Cognitive skills**

Students should be able to:

	I	D	E
.....			
– identify the topic in information dealing with women, the workplace, or farmers today	x		
.....			
– determine whether information on the status of women at the turn of the century is fact or opinion		x	
.....			
– assess the usefulness of the inquiry skills involved in dealing with an un-resolved current local issue	x		
.....			
– draw conclusions about the patterns of change and sources of tension during the period being studied	x		
.....			
– speak effectively in small-group discussions dealing with current local issues	x		
.....			
– write clear, coherent summaries of articles dealing with women, the workplace, or farmers	x		
.....			

- I – Introduce  
D – Develop  
E – Extend

.....  
**Attitudes**  
.....

Students should develop:

- willingness to contribute to group efforts;
- appreciation of the feelings of individuals and groups that are trying to effect social change;
- awareness that social issues are complex and can take a long time to be resolved.

.....  
**Knowledge**  
.....

Students should develop an understanding of:

- the major social and economic factors that changed Canadian society in the late nineteenth and early twentieth centuries;
- the similarities and differences between comparable social issues in the past and present;
- the roles of individual men and women and groups in effecting change.



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## Topics

### 1. Forces of Change

- population growth
- the growth of industries and businesses
- the growth of education
- the growth of towns and cities

### 2. Social Conditions at the Turn of the Century: People

- the status of women: roles, expectations, rights
- the status of men: roles, expectations, rights
- the status of children: roles, expectations, rights
- civil rights
- individuals or groups trying to effect change: names, tactics, successes and/or failures

### 3. Social Conditions at the Turn of the Century: Economy

- the status of workers: types of jobs, wages, working conditions, bargaining rights
- the status of businesses: types of industry, technology, size
- individuals or groups trying to effect change: names, tactics, successes and/or failures

### 4. Social Conditions at the Turn of the Century: Farmers

- the status of farmers: income, roles of family members, lifestyle
- the status of farming: importance, problems
- individuals or groups trying to effect change: names, tactics, successes and/or failures

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## Sample teaching and formative-evaluation strategies

– Provide students with statistical evidence of the major changes taking place in Canada during this period. From statistics related to such topics as urbanization, the expansion of education, the growth of the labour force, the expansion of manufacturing, and increases in the production and export of natural resources, students should be able to draw conclusions and develop generalizations about patterns of change and possible sources of tension within the changing society.

– Have students investigate the lives and careers of entrepreneurs of the period – e.g., Hart Massey, Timothy Eaton, Sir Henry Pellatt, Sir Joseph Flavelle, J.R. Booth, Sir Harry Oakes – in order to prepare a list of common entrepreneurial characteristics and concerns.

– Have students investigate the lives and careers of prominent women leaders of this period – e.g., Adelaide Hoodless, Nellie McClung, Emily Stowe – in order to prepare a list of common leadership characteristics and concerns.

– Have the class discuss an unresolved local issue or problem. Students state a focus for the problem and then select an appropriate organizer to represent the elements of the problem. (See Part A of this guideline for an example of an issue-analysis organizer.) Once the organizer is established, students work in small groups to locate, record, assess, and synthesize the information related to the problem. Students then select an appropriate method of communication to describe the problem, explain why it is a problem, describe the solutions proposed by different individuals or groups, and outline a compromise solution that might reduce conflict and solve the problem. The same procedure can be used to help students analyse problems faced by different people at the turn of the century. At the end of the activity, students could assess the usefulness of the skills involved in the inquiry process.



- During the study of social conditions at the turn of the century, have students collect contemporary articles and pictures about women, the workplace, and, where appropriate, farmers today. Working in groups, students relate the items to student-designated sub-topics. Each student chooses the subtopic in which he or she wishes to become an "expert", writes a summary of the articles on the subtopic, and then explains his or her findings to the other students in the group.
- Divide the class into groups to research a topic related to the status of women around the turn of the century. The groups determine whether the information located is fact or opinion. Their research and reporting are guided by such questions as:
  - i) What kinds of work were done inside and outside the home by women, men, and children?
  - ii) How did education differ for boys and girls, men and women?
  - iii) Were women and men considered equal?
  - iv) How did society treat women?
  - v) What rights enjoyed by men were denied to women?
  - vi) Was the treatment of women fair? Why or why not?

- Develop a timeline with the class showing important events leading to the granting of the right to vote to women.
- Have students write letters explaining, to an elected politician at the turn of the century, a particular point of view about the women's suffrage issue.
- Provide students with data that will enable them to compare the wages of selected types of jobs with the costs of running a household at the turn of the century. The 1889 report of the Royal Commission on the Relations of Labour and Capital<sup>4</sup> is one source of such data. Another source would be descriptive accounts of the problems faced by families in making ends meet. Students draw conclusions from the data.
- Develop a timeline with the class showing the growth of the union movement up to and including the Winnipeg General Strike in 1919.
- Using a variety of resources (films, texts, pictures), have students develop a comparison organizer to compare farming around the turn of the century with farming today.

**Sample summative-evaluation strategies**

- Provide students with articles dealing with a current issue related to women, the workplace, or farm families, and assess students' ability to find examples of facts and examples of opinions.
- Have the class discuss how each of the following factors have affected women in the late twentieth century: technology, the mass media (print and electronic), education, and changing roles (at home and at work). Students then draw conclusions based on the discussion.

.....

4. The full title of the commission was: "Royal Commission to inquire into and report on the subject of labour, its relation to capital, the hours of labour, and the earnings of labouring men and women."

.....

# Contemporary Canada: Life in the Twentieth Century

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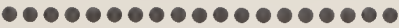
## Rationale

“Contemporary Canada: Life in the Twentieth Century” provides opportunities for students to develop their knowledge of government and law in Canada and to become aware of their rights and responsibilities as citizens of Canada and the world. The focus on contemporary issues should help students clarify their perceptions of contemporary Canada and encourage them to look beyond Canada to concerns of international significance.

.....

## Aims

- Courses planned shall assist and encourage students to:
- develop an understanding of the Canadian political and legal systems;
  - develop an appreciation of their rights and responsibilities as Canadian citizens;
  - develop the ability to analyse, in historical perspective and in terms of future implications, contemporary issues of concern to Canadians as citizens of Canada and members of the world community;
  - extend the cognitive skills needed to process and communicate information in a variety of contexts.



Special Considerations



Course design

Courses should be structured around five compulsory topics: Citizenship: Government and Law, French-English Relations, Canadian-American Relations, International Relations, and Social and Economic Issues. Topics may be developed chronologically and/or thematically.

In Citizenship: Government and Law and Social and Economic Issues the focus is on current conditions.

Current events shall be an integral part of this course. News items may be used to promote understanding of important issues in Canada and the world today. Students should be helped to identify degrees of historical significance of current events.

It is recommended that teachers develop an organizational chart (such as the one shown below) for the program, to clarify how the five areas of study are related chronologically.

Sample Course Planning Guide

Topics	Citizenship: Government and Law	French- English Relations	Canadian- American Relations	International Relations	Social and Economic Issues
Time Period					
1900-1913					
1914-1918					
1919-1929					
1930-1938					
1939-1945					
1946-1959					
1960-1969					
1970-the present					
Prerequisites	– none				
Credits	– one				
Course Code	– HCT				



Basic Level

Overview

Basic-level courses should take a practical approach to key ideas, issues, events, and personalities in twentieth-century Canada. The emphasis should be on helping students develop communication and personal skills that will enable them to participate fully in Canadian life. Strategies that encourage students to become self-directed learners should be selected.

Courses may be structured thematically and/or chronologically around the five prescribed topics: Citizenship: Government and Law, French-English Relations, Canadian-American Relations, International Relations, and Social and Economic Issues. When presenting Citizenship: Government and Law, teachers should focus on actual conditions in the present and relate them to the concepts of citizenship, government, and law. Courses must also include a focus on both current events and gender issues.

Units

		Time Allotment %
1.	Citizenship: Government and Law	minimum 15
2.	Canada and World War I, 1914-1918	
3.	Canada in the 1920s and 1930s	maximum 35
4.	Canada and World War II, 1939-1945	
5.	Canada in World Affairs, 1946-Present	
6.	Events in Canada, 1946-Present (with a focus on current issues)	minimum 40

The time remaining, if minimum times are used, must be allocated to extended studies of the units above, or to current events.

Major objectives

Cognitive skills

The major cognitive-skills objectives outlined on pages 9-15 apply to basic-level courses developed from "Contemporary Canada: Life in the Twentieth Century".

Attitudes

Students should develop:

- appreciation of the rights and responsibilities of Canadian citizens;
- appreciation of the need for laws;
- appreciation of the benefits of living in a democratic society;
- willingness to participate in society as active and compassionate citizens;
- interest and involvement in their school and local communities;
- willingness to consider alternatives to their own ideas.

**Knowledge**

Students should develop an understanding of:

1. Citizenship: Government and Law
  - the definition of a citizen;
  - the reasons why laws are needed;
  - the functions of governments and ways in which their activities affect everyone’s life;
  - the basic civil rights of Canadians and the limits of those rights;
  - the rights and duties of adults and juveniles in conflict with the law and the police;
  - the different types of courts;
  - the basic responsibilities of each level of government;
  - the political representation in their own constituencies – e.g., the names, party affiliations, and political interests of their elected representatives at each level of government;
  - the ways in which political participation through voting, joining a political party, forming interest groups, telephoning, and writing letters can help individuals influence government policies and actions.
2. Canada and World War I, 1914-1918
  - the underlying and the immediate causes of the war;
  - reasons why people went to fight in the war;
  - characteristics of life on the battlefield for Canadian soldiers, doctors, and nurses;
  - the effects of the war on the home front.

3. Canada in the 1920s and 1930s
  - definitions of prosperity and economic depression;
  - the nature of living and working conditions in the prosperous 1920s;
  - the nature of living and working conditions in the economically depressed 1930s.
4. Canada and World War II, 1939-1945
  - characteristics of life under Nazi rule in Germany and Europe;
  - the underlying and immediate causes of the war;
  - the importance of new weapons and types of fighting;
  - the role played by Canada in some of the major events of the war;
  - characteristics of life under wartime controls in Canada.
5. Canada in World Affairs, 1946-Present
  - the basic differences between life in a democracy and in a dictatorship;
  - the basic differences between life in a free-enterprise economy and a communist economy;
  - the nature of the cold war, with some selected examples;
  - Canada’s role as an ally of the United States;
  - differences in lifestyles between rich and poor countries;
  - selected world current events, appropriate to the topics in this course.
6. Events in Canada, 1946-Present
  - the extent of the French fact in Canada;
  - the development of separatism;
  - similarities and differences between Canadians and Americans;
  - selected Canadian current events, including: the changing roles of women, men, and children; new technologies and their impact; political, social, economic, and legal aspects of environmental concerns.

.....

**Sample Unit 1.**  
**Citizenship: Government and Law,**  
**basic level**

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for basic-level courses developed from this program are prescribed.*

.....

**Description**

In this unit, students examine their democratic rights and responsibilities as part of an investigation of the Canadian legislative and judicial systems. This investigation should provide students with an understanding of the basic structures and objectives of our democratic system of government and prepare them to participate as active and compassionate citizens, sensitive to the rights, opinions, and concerns of others. The emphasis is on the personal and practical applications of law and government.

.....

**Unit objectives**

.....

Cognitive skills  
Students should be able to:

.....

	I	D	E
.....			
– develop a timeline for examining what they have done today		x	
.....			
– develop an issue-analysis/decision-making organizer for examining reasons for and against a particular law (e.g., legislation making seat-belts compulsory)	x		
.....			
– determine the relevance to their organizer of information about a particular law (e.g., compulsory seat-belts)	x		
.....			
– determine whether information dealing with a local issue is fact or opinion	x		
.....			
– develop a visual display illustrating government services, by type and level		x	
.....			
– write a letter describing student feelings about and suggestions for resolving a local issue	x		
.....			

- I – Introduce  
D – Develop  
E – Extend



.....  
**Attitudes**

Students should develop:

- appreciation of their rights and responsibilities as Canadian citizens;
- appreciation of the need for rules and laws;
- sensitivity to the rights, opinions, and concerns of others;
- appreciation of the benefits of living in a democratic society;
- willingness to participate in society as active and compassionate citizens;
- interest and involvement in their school and local communities.

.....  
**Knowledge**

Students should develop an understanding of:

- the ways in which law and government affect the individual on a personal level;
- the need for law and government;
- the difference between rules and laws;
- the procedures for making and changing laws and by-laws;
- the difference between criminal and civil offences;
- the role and powers of the police;
- the main provisions of the Young Offenders’ Act;
- the roles of the three levels of government;
- the political representation in their own constituencies – e.g., the names, party affiliations, and political interests of their elected representatives at each level of government;
- the roles of the Governor General as representative of the Monarchy, the Prime Minister, the Cabinet, the House of Commons, and the Senate;
- their rights and responsibilities as citizens;
- the procedure for voting and the reasons why voting is important;
- the various ways in which they could get involved in their community as active citizens.

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## Topics

### 1. Government, Law, and You

- the effects of living in a community with other people
- the rights and duties of citizenship for members of a community
- the reasons why laws are needed when people live in a community
- various activities of government that affect our everyday lives

### 2. Law and Your Rights

- the basic freedoms and rights in the Charter of Rights and Freedoms
- the legal limits of these freedoms and rights and the reasons why limits are needed
- the police powers of arrest, search, and questioning
- the steps in the legal process from arrest to trial
- the purpose of criminal law, with some selected examples
- the steps in a criminal trial procedure
- the purpose of civil law, with some selected examples
- the steps in a civil trial procedure
- special requirements in law cases involving juveniles
- ways of getting legal help through legal aid and lawyers

### 3. Dealing With Your Government

- the basic roles and responsibilities of each of the three levels of government
- ways of contacting a government: the local representatives and agencies and how to communicate with them
- the steps in the process of making a law
- the procedure for voting in elections and the criteria for deciding who has been elected
- ways in which political parties, pressure groups, and the media influence government policies and actions

### 4. Government, Law, and Current Events

- case studies of current events and issues that affect people and involve government and the law

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## Sample teaching and formative-evaluation strategies

- Develop with the class a definition of the difference between rules (“informal laws”) and laws. Students list and explain rules for the family, groups of friends, sports, and school. (Note that some school rules are also laws under the Education Act.)
- Have students make a timeline showing everything they have done today from the time they woke up until they arrived at school. Students work in small groups to discover what kinds of laws affected them during that period of time. Examples might include laws regulating traffic, schools, radio broadcasting (e.g., Canadian content requirements), food packaging (e.g., bilingual labels).
- Develop with the students a checklist of courtroom procedures and the roles of court officials. The class could visit a court in session, where students would use the checklist to record what they observe.
- Bring in copies of the telephone book, have students look in the “Governments” section to find out the levels of government, and then divide the class into three groups, one for each level of government. Each group uses the telephone book to make a list of the responsibilities of its level of government. The three lists are then combined into a class chart.
- Bring in statistics showing the percentage of eligible voters who voted in the last federal and/or provincial and/or municipal elections and have the class discuss why so many people do not vote. In Australia, people who do not vote are fined. Students could discuss whether Canadians should be fined for not voting.
- Have students identify a local issue of common concern and discuss whether the information related to the issue is fact or opinion. Students then determine how to bring this issue to the attention of the appropriate elected representative. Students write a class letter to this individual describing student feelings and offering suggestions about the issue.
- Bring in pictures of a variety of government services – e.g., police officers, provincial parks, hospitals, roads – and have students develop a display illustrating government services and classifying them by type and the level of government responsible for each.

– Have students identify issues relating to laws that affect the individual – e.g., seat-belt and child-restraint legislation, the legal drinking age. Students then analyse the issues. Their analysis might have the following steps:

1.	Establish focus	– Should seat-belts and child restraints be mandatory?			
2.	Organize information	Alternatives	yes	no	compromise
		Criteria			
		people’s rights			
		injuries from collisions			
		enforcement by police			
		comfort of passengers			
		convenience			
3.	Locate information	– Students use articles on the use of seat-belts and child restraints as well as their own experience. Speakers might be brought in.			
4.	Evaluate information	– Students determine the relevance of the information and whether it is fact or opinion.			
5.	Draw conclusion(s)	– Students state a conclusion that favours one of the alternatives (yes/no), or develop a compromise alternative.			
6.	Communicate conclusion(s)	– Students communicate the results of the inquiry orally or in writing.			



- Sample summative-evaluation strategies
- Have students resolve one of the following issues using an issue-analysis/decision-making organizer: (i) the requirement to wear motorcycle helmets, or (ii) a school regulation. The level of sophistication of the organizer should be assessed. (The last of the sample teaching strategies in the preceding section provides an example of such an organizer.)

– Help the class organize an election in which every student plays one or more of the following roles: member, candidate, party worker, or election official. The students’ understanding of the procedure by which governments are elected should be assessed. A form of self-evaluation could be utilized by having the class discuss what should be evaluated: dramatic effect, dialogue, costume, or historical information.

General Level

Overview

General-level courses should take a practical approach to key ideas, issues, events, and personalities in twentieth-century Canada. The emphasis should be on helping students develop communication and problem-solving skills that will enable them to participate fully in Canadian democracy and deal rationally with the complex issues they will encounter in a world of inter-related communities.

Courses should be structured around the five prescribed topics: Citizenship: Government and Law, French-English Relations, Canadian-American Relations, International Relations, and Social and Economic Issues. Although the Citizenship: Government and Law topic may be developed chronologically, the primary focus must be on actual conditions in the present relating to citizenship, government, and law. Courses must also address both current events and gender issues, some of which may not relate directly to the topics listed above.

Units		Time Allotment
		%
1.	Citizenship: Government and Law	minimum 15
2.	The Beginning of a New Century, 1900-1913	
3.	Canada and World War I, 1914-1918	maximum 35
4.	Canada in the 1920s and 1930s	
5.	Canada and World War II, 1939-1945	
6.	Canada and the Postwar Period, 1946-1959	
7.	Canada in the 1960s	minimum 40
8.	Contemporary Canada, 1970-Present (with a focus on current issues)	

The time remaining, if minimum times are used, must be allocated to extended studies of the units above, or to current events.

.....

**Major objectives**

**Cognitive skills**

The major cognitive-skills objectives outlined on pages 9-15 apply to general-level courses developed from "Contemporary Canada: Life in the Twentieth Century".

**Attitudes**

Students should develop:

- appreciation of the rights and responsibilities of Canadian citizens;
- sensitivity to the rights, opinions, and concerns of others;
- appreciation of the benefits of living in a democratic society;
- willingness to participate in society as active and compassionate citizens;
- interest and involvement in their school and local communities;
- confidence in expressing their own ideas;
- concern with issues of significance to the future of Canada and themselves.

**Knowledge**

Students should develop an understanding of:

- .....
1.       **Citizenship: Government and Law**
- the reasons why governments and laws are needed;
  - the meaning of the terms "democracy" and "responsible citizenship";
  - ways in which individuals can play a meaningful role in a democratic society;
  - the importance of elections in a democratic society;
  - the division of powers and responsibilities among the three levels of government in Canada;
  - the political representation in their own constituencies - e.g., the names, party affiliations, and political interests of their elected representatives at each level of government;
  - the powers and responsibilities of the Governor General as representative of the Monarchy, the Prime Minister, the Cabinet, the House of Commons, and the Senate;
  - the procedures for making and enforcing laws and by-laws;
  - the principal distinctions between civil and criminal law;
  - the legal rights of individuals in Canada.
- .....
2.       **The Beginning of a New Century, 1900-1913**
- the basic geopolitical nature of Canada in the early 1900s;
  - the problems that existed between Canada and the United States during this period;
  - the basic conflict between nationalism and imperialism in Canada;
  - the objectives and tactics of the women's suffrage movement.
- .....
3.       **Canada and World War I, 1914-1918**
- Canada's participation in the war;
  - the impact of the war on Canada as a whole and on specific groups within the country;
  - the significant results of the war both for Canada and for the world community.

4.

Canada in the 1920s and 1930s

- the changes in social values during the 1920s and 1930s and the factors that contributed to those changes;
  - the growing American influence on Canadian life during this period;
  - the changes in the status of women during this period;
  - the causes of the stock-market crash and the beginnings of the Great Depression;
  - the political responses to the crises of this era;
  - the changing role of Canada in the world community, as seen in, for example, its participation in the League of Nations, its co-operation in defence planning with the United States, and its relations with Britain and the Commonwealth.
5.

Canada and World War II, 1939-1945

- Canada’s role in the war;
  - characteristics of life under Nazi rule in Germany and Europe;
  - the impact of the war on the home front;
  - the treatment of the Japanese Canadians.
6.

Canada and the Postwar Period, 1946-1959

- the origins and significance of the cold war;
  - Canada’s contributions to the world community through NATO, the United Nations, and the Commonwealth.
7.

Canada in the 1960s

- the influence of people, events, and ideas in the United States on the development of Canada;
  - the extent to which ideas and events in Canada were influenced by other (non-US) external factors and events;
  - the nature of Canada’s involvement in world affairs in the 1960s;
  - the causes, key personalities, events, and issues involved in the Quiet Revolution and the separatist movement in the 1960s;
  - the impact of the Quiet Revolution and separatism on the rest of Canada;
  - questions and ideas about the role of women leading up to the establishment of the Royal Commission on the Status of Women.

8.

Contemporary Canada, 1970-Present

- the multicultural makeup of Canadian society;
  - the importance of Canadian culture: music, literature, film, painting;
  - the significance of major issues and events in French-English relations – e.g., the October Crisis, Bill 101, the Quebec Referendum, language rights in Manitoba and Ontario, the Charter of Rights and Freedoms;
  - the impact of new technologies on Canada’s economy and culture;
  - issues related to Canada’s future as a nation – e.g., energy policy, foreign investment, immigration policy, military defence, involvement with nuclear weapons, foreign aid;
  - the significance of government legislation – e.g., work-related anti-discrimination, pay equity, family law reform – in progress towards bringing about equality between men and women;
  - the changing roles played by women, men, and children in a wide range of activities in Canadian life and the issues people face as a result of these changes.



.....

**Sample Unit 1.**  
**Citizenship: Government and Law,**  
**general level**

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for general-level courses developed from this program are prescribed.*

.....

**Description**

In this unit, students examine their democratic rights and responsibilities as part of an investigation of the Canadian legislative and judicial systems. This investigation should prepare students to participate as active and compassionate citizens, sensitive to the rights, opinions, and concerns of others. The emphasis is on the significance of government and law to the students both as individuals and as members of society.

.....

**Unit objectives**

.....

**Cognitive skills**

Students should be able to:

	I	D	E
.....			
– develop an issue-analysis/decision-making organizer for examining a community issue		x	
.....			
– develop a comparison organizer for examining the three levels of government		x	
.....			
– determine whether information obtained from speakers is fact or opinion		x	
.....			
– determine the relevance to the focus or hypothesis of information on a controversial issue		x	
.....			
– write an explanation of why three student-developed laws are necessary	x		
.....			
– participate in a debate about the degree of government control over Canadians	x		
.....			

- I – Introduce  
D – Develop  
E – Extend

.....

**Attitudes**

Students should develop:

- appreciation of the rights and responsibilities of Canadian citizens;
- appreciation of the need for rules and laws;
- sensitivity to the rights, opinions, and concerns of others;
- appreciation of the benefits of living in a democratic society;
- willingness to participate in society as active and compassionate citizens;
- interest and involvement in their local and school communities.

.....

**Knowledge**

Students should develop an understanding of:

- the reasons why governments and laws are needed;
- the meaning of the terms “democracy” and “responsible citizenship”;
- ways in which individuals can play a meaningful role in the democratic process;
- similarities and differences among the main political parties;
- the importance of elections in a democratic society;
- the division of powers and responsibilities among the three levels of government in Canada;
- the reasons for knowing the names and political interests of their elected representatives at each level of government;
- the powers and responsibilities of the Governor General as representative of the Monarchy, the Prime Minister, the Cabinet, the House of Commons, and the Senate;
- the procedures for making and enforcing laws and by-laws;
- the principal distinctions between civil and criminal law;
- the legal rights of individuals in Canada;
- the fact that laws may need to be changed to reflect changing circumstances and values, as illustrated in examples;
- trial procedures and the purpose of courts.

---

**Topics**

**1. Introduction**

- my (the student’s) definition of a government
- ways in which the activities of governments affect the individual
- characteristics of life in a society without governments

**2. Citizenship**

- the reasons why governments are important to individuals
- the responsibilities of citizenship
- the reasons why individuals should vote

**3. The Political Process**

- the definition of a political party and the ways in which political parties work
- similarities and differences among our political parties
- procedures for choosing political leaders
- the definition of an election and the reasons why elections are important
- the role of lobbies and pressure groups

**4. The Federal System**

- the reasons why we have three levels of government
- the main responsibilities of each level of government
- the roles of elected representatives at each level of government

**5. Laws and By-laws**

- the reasons why we need laws and by-laws
- the procedures for making laws and by-laws and the institutions responsible for making them
- the difference between civil and criminal law
- the individual’s legal rights
- the institutions responsible for enforcing laws and by-laws
- procedures for dealing with individuals in trouble with the law
- procedures of the court system

**6. Issues**

- individual rights and freedoms versus society’s right to regulate individuals and groups
- some controversial issues related to legal rights in Canada

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**Sample teaching and formative-evaluation strategies**

- Have the class brainstorm examples of services provided for Canadians by the various levels of government (e.g., postal service, police and fire protection, garbage collection, water and electricity, unemployment insurance, family allowances, parks, military defence, hospitalization, education, old-age pensions). Have the class develop a list of the powers of government (e.g., collecting taxes; establishing curfews or martial law; regulating radio and television broadcasting; imposing conscription, rationing, and censorship in wartime; establishing traffic laws and speed limits; requiring the use of seat-belts or motorcycle helmets). Students work in groups to identify the most important (i) services provided and (ii) controls imposed by government and the criteria used in their evaluation. As a follow-up, students debate whether governments have too much control over Canadians.

– Present the class with a problem or issue in the community. The official who is responsible for this area could be invited to speak to the class about the concern. The class determines whether the information presented is fact or opinion, analyses the issue, and presents an action plan to the appropriate municipal authority. The following example of an issue-analysis procedure deals with where a new shopping mall should be located.

1.	<b>Establish focus</b>	– Where should the new shopping mall be located?			
2.	<b>Organize information</b>	<b>Alternatives</b>	in the centre of town	on the outskirts/ in the suburbs	just outside of town
		<b>Criteria</b>			
		effect on neighbours			
		availability of land			
		cost of land			
		cost of services, roads, etc.			
		public opinion			
3.	<b>Locate information</b>	– Students find out what land is available and how compatible a shopping mall would be with existing land use. They might also sample public opinion. Speakers representing different interests present their points of view on the issue to the class.			
4.	<b>Synthesize and draw conclusion(s)</b>	– Students weigh the alternatives against the criteria to arrive at a conclusion.			
5.	<b>Communicate conclusion(s)</b>	– Students prepare a “brief” outlining the results of their inquiry and present it to a municipal authority.			



- Have students prepare a chart similar to the one shown below to illustrate the group or individuals who exercise each of the three types of political power at each of the three levels of government. They might also include the names of their elected representatives.

Level of government	federal	provincial	municipal
<b>Powers</b>			
executive	Governor General Prime Minister Cabinet	Lieutenant-Governor Premier Cabinet	
legislative	House of Commons Senate	Legislative Assembly	will vary from municipality to municipality
judicial	Supreme Court of Canada Federal Court of Canada	Supreme Court of Province District Court Provincial Court	
elected representatives			

This chart may be expanded or contracted as time and interest permit.

- Give students a list of information about an issue and have them determine what is relevant and what is not relevant to the issue (e.g., “Should hunting be banned?”).

– As an introduction to the topic of law, have students examine newspaper clippings of a current legal case to raise questions concerning: the nature of the crime; the specific charge or charges; the testimony and evidence presented; the type of witnesses; the verdict; the appropriateness of the sentence; the purpose of trials, and so on. If possible, students should visit a provincial court to observe courtroom procedures and develop answers to the questions suggested by the newspaper clippings.

- Have students work in groups to make up three laws for their history class and to explain why each law is necessary.

## Sample summative-evaluation strategies

– Have the class select one of the laws developed above and either hold a parliamentary-type debate on its merits and faults or explain, in a short essay, the process for passing and enforcing the law. If a debate is held, students should then develop a comparison organizer for examining the major points made by each side in the debate. Students may undertake a form of peer evaluation by examining the organizer to see which cells are filled or empty. The purpose of such a discussion is to draw students' attention to a "true comparison", that is, a comparison that applies similar criteria to the things being compared. In addition, students could discuss the differences between logic and rhetoric.

- Have students work in groups to select a local issue, determine the individual(s) or group(s) responsible for resolving the issue, and write to that person or group outlining their concerns about it. The letters should be assessed on the basis of comprehensiveness, logic, and persuasiveness.

.....  
**Advanced Level**

.....  
**Overview**

Advanced-level courses should help students develop an understanding of the theoretical significance of key ideas, issues, personalities, and events in twentieth-century Canada. In-depth examination and analysis of content should be required, and the systematic development of cognitive skills should be a priority.

Units reflect the five prescribed topics: Citizenship: Government and Law, French-English Relations, Canadian-American Relations, International Relations, and Social and Economic Issues. While the focus must be on both current events and gender issues, historical and future-oriented issues may also be explored in order to clarify present-day concerns.

.....  
**Units**

		Time Allotment %
1.	Citizenship: Government and Law	minimum 15
2.	French-English Relations	minimum 15
3.	Canadian-American Relations	minimum 15
4.	International Relations	minimum 15
5.	Social and Economic Issues	maximum 15

The time remaining, if minimum times are used, must be allocated to extended studies of the units above, or to current events.

.....  
**Major Objectives**

**Cognitive skills**

The major cognitive-skills objectives outlined on pages 9-15 apply to advanced-level courses developed from "Contemporary Canada: Life in the Twentieth Century".

**Attitudes**

Students should develop:

- appreciation of the rights and responsibilities of Canadian citizens;
- sensitivity to the rights, opinions, and concerns of others;
- appreciation of the benefits of living in a democratic society;
- willingness to participate in society as active and compassionate citizens;
- interest and involvement in their local and school communities;
- appreciation of Canada’s increasing interdependence with other members of the global community.

**Knowledge**

Students should develop an understanding of:

1. Citizenship: Government and Law
  - ways in which government and laws affect their lives;
  - the structure and function of the three levels of government;
  - procedures for choosing political leaders;
  - significant aspects of our democracy – e.g., political parties and the electoral process;
  - the role of elected representatives;
  - the individual’s role in democracy;
  - procedures for making and enforcing laws and by-laws;
  - the principal distinctions between civil and criminal law;
  - the evolution of the role of women in the democratic process;
  - procedures of the Canadian trial system;
  - their rights as defined in the Charter of Rights and Freedoms;
  - key positions at all three levels of government – e.g., titles and responsibilities of the positions and names of individuals currently occupying these positions.
2. French-English Relations
  - the historical roots of French-English relations;
  - compromises that have been reached in French-English issues;
  - the causes and nature of the Quiet Revolution and the key personalities involved;
  - the significance to both French and English Canada of such major issues and events as: the Conscription Crisis, “Regulation 17”, the Naval Service Act, the October Crisis, Bill 101, the election of the Parti Québécois, the Quebec Referendum, the Charter of Rights and Freedoms, language rights in Manitoba and Ontario;
  - the meaning of such terms as: culture, biculturalism, multiculturalism, cultural mosaic, melting pot, interdependence;
  - the impact of such personalities as: Wilfrid Laurier, Robert Borden, Henri Bourassa, Thérèse Casgrain, Maurice Duplessis, Pierre Trudeau, René Lévesque, Monique Bégin, Jeanne Sauvé.

3. Canadian-American Relations
  - the reasons why Canada’s relationship with the United States has been characterized by ambivalence;
  - the positive and negative features of American investment in Canada;
  - the role of the Canadian government in cultural and economic affairs;
  - the impact of American culture on Canadians;
  - the contributions of selected Canadian women and men to Canadian-American relations;
  - the impact on Canadian-American relations of such historical events as the Great Depression;
  - political agreements dealing with military relations with the United States – e.g., NATO, NORAD, nuclear disarmament, missile testing.
4. International Relations
  - the nature of Canada’s foreign policy;
  - Canada’s peacekeeping role in wars, in NATO, and in NORAD;
  - Canada’s contribution to the world community through NATO, the United Nations, and the Commonwealth, and through foreign aid;
  - a variety of issues related to Canada’s future – e.g., immigration policy, defence, involvement with nuclear weapons.
5. Social and Economic Issues  
(Note: One issue must be selected for study from at least two of the areas listed.)
  - changes in the roles played by women in a wide range of activities in Canadian life, and the issues women, men, and children face as a result of these changes;
  - the impact of technology on the world of work and on other aspects of life;
  - key economic issues – e.g., unemployment, the role of government in industry, regional disparity;
  - Canada and multiculturalism.



.....

**Sample Unit 1.**  
**Citizenship: Government and Law,**  
**advanced level**

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for advanced-level courses developed from this program are prescribed.*

.....

**Description**

In this unit, students examine their democratic rights and responsibilities as part of an investigation of the Canadian legislative and judicial systems. This investigation should prepare students to participate as active and compassionate citizens, sensitive to the rights, opinions, and concerns of others. The emphasis is on the development of students’ decision-making and problem-solving skills.

.....

**Unit objectives**

.....

**Cognitive skills**

Students should be able to:

.....

	I	D	E
.....			
– develop a comparison organizer for examining the positions of different political parties on the same issue		x	
.....			
– develop an issue-analysis/decision-making organizer for examining a controversial issue in law or government		x	
.....			
– determine the bias in student-developed media campaign material	x		
.....			
– determine the degree of consistency between a party’s policies and its position on the political spectrum	x		
.....			
– write a description of the functions of government and of the ways in which government affects their lives		x	
.....			
– develop a logical argument concerning the most suitable characteristics of a potential prime minister	x		
.....			

- I – Introduce  
D – Develop  
E – Extend

.....

**Attitudes**

Students should develop:

- appreciation of the rights and responsibilities of Canadian citizens;
- appreciation of the need for rules and laws;
- sensitivity to the rights, opinions, and concerns of others;
- appreciation of the benefits of living in a democratic society;
- willingness to participate in society as active and compassionate citizens;
- interest and involvement in their local and school communities.

.....

**Knowledge**

Students should develop an understanding of:

- ways in which government and laws affect their lives;
- the structure and function of the three levels of government;
- the procedures for choosing political leaders;
- significant aspects of our democracy – e.g., political parties and the electoral process;
- the role of elected representatives;
- the meaning of the term “political spectrum”;
- the procedures for making laws and by-laws;
- the principal distinctions between the rights of the individual and the rights of society;
- the evolution of the role of women in the democratic process;
- procedures of the Canadian trial system;
- laws that protect the rights of minorities;
- ways in which individuals can play a meaningful role in the democratic process;
- the rights and responsibilities of citizenship.

## Topics

### 1. Introduction

- the reasons why we need laws
- the reasons why we need governments
- ways in which governments and laws affect the individual
- distinctions between the rights of individuals and the rights of governments
- characteristics of life in a society without government and law

### 2. The Canadian Federal System

- the structure of the federal system
- the responsibilities of each of the three levels of government
- reasons why there are areas of conflict or controversy in our federal system

### 3. The Democratic Process

- the political spectrum
- comparable policies of the various political parties
- procedures for choosing political leaders at all three levels of government
- characteristics of a (male or female) elected representative's job
- differences in numbers of men and women elected and reasons for the difference

### 4. Issues Related to Government

- analysis of at least two of the following:
  - a) the role of the monarchy in the federal system
  - b) the need for reform of the Senate
  - c) the need to limit election expenses of candidates
  - d) a current issue

### 5. Laws and By-laws

- institutions responsible for making laws and by-laws
- procedures for making laws and by-laws
- the difference between civil and criminal law
- the reasons why laws sometimes need to be changed and the procedure for changing them
- procedures for dealing with individuals in trouble with the law
- procedures of the court system
- procedures of a trial system

### 6. Issues Related to Laws and By-laws

- laws that protect the rights of minorities
- ways of resolving conflicts between the rights of the individual and the rights of society
- arguments about:
  - a) the positive and negative aspects of bringing back capital punishment
  - b) the positive and negative aspects of protecting the language rights of Francophones outside Quebec and Anglophones in Quebec
  - c) other current legal issues

### 7. Citizenship

- the process that women went through to get the right to vote and to hold office
- ways in which the individual can participate in the political system
- the characteristics of a good citizen
- the rights of citizenship as defined in the Charter of Rights and Freedoms

**Sample teaching and formative-evaluation strategies**

- Have students analyse headlines and articles on the front page of a major newspaper in preparation for writing a description of some of the functions of government and of how government affects their lives.
- Invite a local elected official to speak to the class. In preparation, have students work in groups to compose a list of questions, such as:
  - i) Why did you decide to go into politics?
  - ii) How did you get elected?
  - iii) What role, if any, do political parties play in municipal elections?
  - iv) What do you do during a typical work day?
  - v) Is your job full time or part time?
  - vi) What kind of background is appropriate for an individual elected to your office?
  - vii) Have you a counterpart in the provincial or federal government with similar responsibilities?
- Draw a political spectrum ranging from “radical” on the left to “reactionary” on the right. Work with the class to develop meanings for the terms on the spectrum and to locate Canadian political parties on it. Students then determine the position on the spectrum that they think appeals to most Canadians.
- Work with the class to build a composite “portrait” of the ideal prime minister. The class first brainstorms ideas about the nature of Canada, then describes the nature of the prime minister’s job. Finally, students develop a logical argument to support their choice of the most significant characteristics of a potential prime minister.
- Have students write to the head offices of the major provincial or federal political parties to obtain copies of party policy statements. Students compare the views of the parties on the same issues.

– Work with the class to assess the information received in the previous strategy by comparing the extent to which the political parties espouse policies that are consistent with their positions on the political spectrum. The comparison could be organized as follows:

*Positions of Provincial Parties*

**Parties**

**Categories of comparison**

education	day care
	school-board funding
	curriculum direction
health	support for hospitals
	OHIP premiums
	denticare
environment	acid rain
	toxic-waste disposal
economy	employment
	support for industries
women’s issues	affirmative action
	equal pay for work of equal value



[illegible]

(**Note:** The relative importance assigned to a given issue will vary from party to party. The emphasis placed on an issue could also change as events unfold. Some things cease to be issues when laws are passed to deal with them. The categories of comparison and the subdivisions within them should be revised as necessary or appropriate.)

- Arrange for the class to visit a court when a trial is taking place and have students prepare a list of questions before the visit. Some questions might be:
  - i) What are the roles of the judge and the jury?
  - ii) Which lawyer speaks first – prosecution or defence? Why?
  - iii) How does the accused participate?
  - iv) What kinds of evidence are not allowed?
  - v) What examples of the rights of the accused are evident?
  - vi) How does this trial differ from ones you have seen on television or in movies?
- Have students design media campaigns to increase the number of Canadians who vote in local, provincial, and federal elections, and determine the biases in these media campaigns. Students might produce slogans, posters, TV and radio commercials, newspaper and magazine advertisements, and handouts.

– Have students analyse a controversial issue related to government or law using an organizational approach similar to the following:

1.

**Establish focus**

– Should Canada reintroduce capital punishment?
2.

**Organize information**

– See Part A for an example of an issue-analysis organizer.
3.

**Locate information**

– Students use a variety of sources – e.g., news articles, books, pamphlets, speakers.
4.

**Evaluate information**

– Students check information for accuracy, identify relevant and non-relevant information and point of view, separate fact from opinion, and look for logical errors.
5.

**Synthesize and draw conclusion(s)**

– Students draw conclusions from the information.
6.

**Communicate conclusion(s)**

– Students prepare information for presentation in a debate or essay.

– Have students discuss how more women could be elected to local, provincial, and federal governments, and develop with the class a list of some ways in which political parties could encourage female candidacy.

**Sample summative-evaluation strategies**

- Provide students with articles dealing with controversial issues related to government or law and assess the students’ ability to locate in the articles: the main point of view; an example of a fact; an example of an opinion. Students then write a paragraph developing an argument backed up with evidence that tries to refute the main point of view.
- Have students write a description of the rights and responsibilities of citizenship that includes concrete examples of possible citizen involvement within their local or school community.

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# Living in a Changing World

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## Rationale

“Living in a Changing World”, the contemporary studies program offered in the Intermediate Division, provides opportunities for students to explore issues related to their sense of personal and cultural identity, their social needs and responsibilities, and the planning and management of their futures. Students consider past, present, and future forces, events, traditions, and institutions that have had, are having, and will have an effect on them. They also examine such concepts as co-operation, tolerance, and change as these affect individual growth and the nature of society. The focus – on the individual in relation to family, peers, community, and the world – should enable students to expand their self-awareness in positive and realistic ways.

.....

## Aims

- Courses planned shall assist and encourage students to:
- develop self-confidence and self-esteem;
  - understand the personal and societal factors that influence their lives;
  - appreciate the value of a historical perspective for analysing and evaluating contemporary societies;
  - increase their awareness of concepts related to interaction – e.g., co-operation, tolerance, and change;
  - become aware of personal, local, regional, national, and international issues;
  - extend the cognitive skills needed to process and communicate information in a variety of contexts.



.....  
**Special Considerations**

.....  
**Course design**

Teachers should examine the contents of *Circular P1J1: The Formative Years*. This document will inform teachers about the concepts (e.g., self, family, community, co-operation), skills, and attitudes that the students examined in Grades 1-6. Awareness of this background will be helpful in planning courses. Copies of *The Formative Years* are available from elementary school principals or regional offices of the Ministry of Education.

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Prerequisites	– none
Credits	– one
Course Code	– HSL

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.....  
**Basic Level**

.....  
**Overview**

Basic-level courses should focus on questions about personal identity, the nature of Canadian society and other societies, and what life will be like in the future. Teachers may use the immediate environment as a source of concrete examples of areas in which past civilizations, other nations, and people from a variety of lands have influenced Canadian society. The emphasis is on helping students develop a clearer definition of their own identity, a realistic perspective on Canadian society, an understanding of the ways people meet their basic needs, and some insight into likely future developments.

.....  
**Units**

.....

	Minimum Time Allotment %
1. Personal Identity	20
2. The Multicultural Society	20
3. The Individual in Society	20
4. Change/Future	20

.....

The time remaining, if minimum times are used, must be allocated to extended studies of the above units, or to current events.

.....  
**Major Objectives**

**Cognitive skills**

The major cognitive-skills objectives outlined on pages 9-15 apply to basic-level courses developed from “Living in a Changing World”.

.....  
**Attitudes**

Students should develop:

- self-confidence and self-esteem;
- sensitivity to the rights, needs, opinions, and concerns of others;
- confidence in analysing and communicating their own information and ideas;
- the ability to enjoy gathering information and carrying out a task;
- appreciation of the value of studying the past in order to understand the present and the future.

.....  
**Knowledge**

Students should develop an understanding of:

- .....
1.       Personal Identity
- their own interests, abilities, habits, and priorities;
  - ways in which the family, peer, and school environments affect the development of personal identity;
  - ways in which values affect behaviour, as illustrated in examples.
- .....
2.       The Multicultural Society
- the ethnic make-up of the class and of the school and local communities;
  - dominant elements of their own cultural heritage;
  - the major cultural groups that have settled in Canada;
  - reasons why people choose to immigrate;
  - the meaning of such terms as: stereotype, peer pressure, prejudice, discrimination, racism, sexism, tolerance, melting pot, cultural mosaic;
  - the contributions to society of several cultural groups.

- .....
3.       The Individual in Society
- the concepts of needs, norms, and institutions, as illustrated in examples;
  - the factors that affect an individual’s needs;
  - the norms of Canadian society;
  - the concepts of co-operation and tolerance, as illustrated in examples;
  - similarities and differences between comparable aspects of life for a young person in a past society and a young person today;
  - the difference between some norms and institutions of a totalitarian state and Canadian (democratic) norms and institutions.
- .....
4.       Change/Future
- the impact of an aging population on society;
  - the physical, social, economic, and cultural characteristics of their community in a given period in the past;
  - the concept of technological change, as illustrated in examples;
  - the reasons why personal interests, beliefs, and values change.

.....  
**Sample Unit 4.**  
**Change/Future,**  
**basic level**

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for basic-level courses developed from this program are prescribed.*

.....  
**Description**

In this unit, students examine change in the individual and society and consider possible changes in the future. This investigation should help students improve their ability to analyse events and set personal goals.

.....  
**Unit objectives**

.....  
**Cognitive skills**

Students should be able to:

	I	D	E
.....			
– examine a variety of questions about why changes have occurred in their community		x	
.....			
– recognize comparative questions about change	x		
.....			
– find sources of information about the community – e.g., people, old and new photographs, newspapers, and pictures	x		
.....			
– discuss the reliability of sources of information about the community, with teacher direction	x		
.....			
– make predictions about life in the future	x		
.....			
– determine practical uses of conclusions arising from a study of “Me in the Future”	x		
.....			

- I – Introduce  
D – Develop  
E – Extend

.....  
**Attitudes**

Students should develop:

- the ability to enjoy gathering information and carrying out a task;
- confidence in communicating their own information and ideas;
- willingness to consider alternatives;
- appreciation of the value of studying the past to aid in understanding the present and the future.

.....  
**Knowledge**

Students should develop an understanding of:

- the physical, emotional, and social changes that occur as people age;
- the physical, social, economic, and cultural characteristics of their community in a given period in the past;
- the impact of the forces of change on the lives of individuals;
- changes they may face in the future;
- ways in which they may prepare for their own futures;
- methods for predicting future changes.



---

**Topics**

**1. Change in the Individual**

- physical growth
- emotional growth
- social growth
- intellectual growth

**2. Change in Society**

- the community in the past
- similarities and differences between comparable aspects of life in the past and life today

**3. The Causes and Impact of Change**

- causes of change
- effects of change on people
- ways in which people respond to change
- ways in which people can cope with change
- case studies
- personal decision making to accommodate change

**4. Change in the Future**

- trends and projections: our future world
- forecasting
- futurists and science fiction

**5. Preparing for the Future**

- planning for the future
- entering the work force

---

**Sample teaching and formative-evaluation strategies**

- Provide, or have students bring in, a variety of resources (e.g., old photographs, newspapers, old catalogues, and objects) that reveal aspects of life in the community in the past. The class might also take field trips to some older buildings in the community or to the local museum to obtain additional information. Possible guest speakers could include antique dealers or senior citizens. Teachers discuss with the class the reliability of different sources and types of information and the meaning of the information. Working in groups, students gather information about one facet of life in the past. Categories might include: homes, food, transportation, communication, work, recreation, and sex roles. The students then organize their information in a chart, create a collage, or make a booklet.

– Refer to the examples of life in the past generated in the previous strategy. Discuss with students differences between life in the community in the past and in the present and list the changes in a column on the chalkboard. The students speculate on why these changes have occurred. For example, why do we no longer use horses for daily transportation? The suggestions are written on the chalkboard in a second column. One column is titled “Effects” and the other “Causes”. Teachers use examples to demonstrate the differences between the two terms. Students then re-examine the causes and identify such major forces of change as technology, population growth, or industrialization.

– Ask the students to consider a hypothetical situation involving a change in their lives. An example could be the invention of a new automobile attachment that allows the vehicle to use water as fuel. The only drawbacks to this gadget are that it makes the car smell like rotten eggs and costs \$10 000. The students propose ways in which they would respond to this change, listing suggestions under the headings “Accept”, “Reject”, or “Modify”, or under similar headings of their own creation.

– Have the class examine people’s reactions to change in past situations, using case studies to illustrate choices people have made when confronted by change. One example might be the reactions to early industrialization in England. An outline of the reactions of the factory owners, the workers, and the Luddites would allow students to see the range of alternatives and to examine motives for the behaviour. Students then speculate on the reaction of workers today to the introduction of robots into the workplace.

– Bring in old and new photographs of the community (e.g., a view of the main street). The students try to predict what the scene will look like one month, a year, ten years, and fifty years from now. From features in the photographs, students develop categories of change – e.g., architecture, transportation.

- Use a variety of resources to present future projections and the ideas of some futurists. Reading some excerpts from science-fiction sources can also suggest different ways of thinking about the future. Students then discuss how implementing these ideas might change their lives and make a list of the ten changes that are most likely to happen. The students apply their ideas, in writing or in art work, by setting a traditional story, a current movie, or a current TV program in the future.
- Introduce the idea that many future developments will incorporate elements that exist today by having students photograph or sketch a car, a home, a watch, etc., and add some “future features” to it.

- Display a chart entitled “Me in the Future” that incorporates such headings as: work, recreation, leisure, residence, and family. The students then complete the chart for one year, ten years, and twenty years from now. Students may be given several days to talk to other people and to complete the chart. The chart might be structured as follows:

How will I and my circumstances change?		
Time	now	in 1 year
Categories of comparison		
education		
work		
recreation		
leisure		
residence		
family		

- When they have drawn conclusions from their charts, students could discuss how they might make use of these conclusions in planning for their future.
- Have students make some personal predictions for the next week, write them down, and look at them later that week. Similar lists may be used throughout the unit or the course.
  - Introduce students to some aspects of job search activity by having them write résumés, complete job-application forms, and so on.

.....  
**General Level**

## Overview

General-level courses should focus on questions about life skills, personal and career planning, living in a multicultural society, and the positive, controllable features of change. The emphasis is on the development of cognitive skills and on helping students understand the individual's role in society. To encourage both self- and social awareness, teachers should provide opportunities for students to work with others, in large and small groups.

## Units

	Minimum Time Allotment %
1. Personal Identity	20
2. The Multicultural Society	20
3. The Individual in Society	20
4. Change/Future	20

The time remaining, if minimum times are used, must be allocated to extended studies of the units above, or to current events.

## Sample summative-evaluation strategies

- Have students list three ways in which life in the past was different from life today and three ways in which it was similar. (This activity would build on an examination of the community in the past.) Alternatively, students could develop a comparison chart for illustrating the similarities and differences. Categories might include: transportation, business, buildings, education, clothing, entertainment, street names.
- Present students with a situation involving a change in their lives – e.g., the passing of a law extending high school to six years for all students. Working in small groups, students then make three predictions about the impact of this change.



.....  
**Major Objectives**

**Cognitive skills**

The major cognitive-skills objectives outlined on pages 9-15 apply to general-level courses developed from "Living in a Changing World".

.....  
**Attitudes**

Students should develop:

- self-confidence and self-esteem;
- sensitivity to the rights, needs, opinions, and concerns of others;
- confidence in processing and communicating information and ideas;
- appreciation of the need for personal, educational, and career goals;
- appreciation of the value of studying the past in order to understand the present and the future.

.....  
**Knowledge**

Students should develop an understanding of:

- .....
1.        **Personal Identity**
- the fact that each individual is unique in some respects;
  - the concepts of tolerance, co-operation, and change, as illustrated in examples;
  - the relationship between values and behaviour;
  - the concepts of bias, sex discrimination, prejudice, preference, and values, as illustrated in examples.

- .....
2.        **The Multicultural Society**
- the ethnic make-up of the class and of the school and local communities;
  - the dominant elements of their own cultural heritage;
  - contemporary immigration patterns;
  - commonly held (positive and negative) views of and attitudes towards multiculturalism and ways of evaluating them;
  - the push-and-pull factors of contemporary (post-1945) immigration;
  - the steps in the process of becoming a Canadian citizen;
  - the customs and values of several different cultures;
  - the meaning of such terms as: culture shock, prejudice, discrimination, racism, tolerance, cultural mosaic, melting pot;
  - the contributions to society of several cultural groups in Canada;
  - ways in which the policy of multiculturalism affects life in Canada.

- .....
3.        **The Individual in Society**
- their own needs;
  - the meaning of the terms "needs", "norms", and "institutions";
  - some of the norms and institutions in Canadian society;
  - the needs of individuals in sample historical and contemporary societies;
  - areas of conflict between the needs of the individual and the needs of society.

- .....
4.        **Change/Future**
- the types of changes that an individual faces throughout life;
  - some of the different ways in which people respond to change;
  - ways in which evidence about trends can be used to make viable predictions;
  - reasons why personal interests, abilities, beliefs, and values change;
  - factors contributing to continuity in society;
  - factors influencing societal change.

.....

**Sample Unit 4.**  
**Change/Future,**  
**general level**

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for general-level courses developed from this program are prescribed.*

.....

**Description**

In earlier units dealing with the individual and society, students acquired a basis for understanding the changes they are likely to face in the future. In this unit, students examine immediate influences in their lives in order to acquire the habit of thoughtfully planning for their future. This exercise should help students develop the ability to see alternative points of view and respond flexibly to situations.

.....

**Unit objectives**

.....

**Cognitive skills**

Students should be able to:

	I	D	E
.....			
– select from a list the “best” question about the implications of increased lifespan on society	x		
.....			
– use a comparative question for an inquiry into changes in popular music		x	
.....			
– find statistical information in simplified charts, figures, and other such data	x		
.....			
– discuss the meaning of the popular music of different decades		x	
.....			
– determine the practical and abstract uses of conclusions arising from an inquiry into the implications of an aging population	x		
.....			
– apply a general rule about change in music to the process of change	x		
.....			

- I – Introduce  
D – Develop  
E – Extend

.....

**Attitudes**

Students should develop:

- willingness to consider alternatives;
- sensitivity to the rights, opinions, and concerns of others;
- confidence in communicating their own information and ideas;
- the ability to enjoy abstract thinking, assessing divergent ideas and interpretations, and solving personal and academic problems;
- willingness to set short-term goals.

.....

**Knowledge**

Students should develop an understanding of:

- the types of changes that an individual faces throughout life;
- factors contributing to change;
- factors contributing to continuity;
- ways in which evidence about trends can be used to make viable predictions;
- some of the different ways in which people respond to change;
- some alternative ways of responding to a situation.

---

### Topics

#### 1. Change in the Individual

- physical change
- emotional change
- social change
- intellectual change

#### 2. Change in Society

- natural changes
- human-caused changes
- social structures for effecting change

#### 3. Learning From Change

- personal experience
- ways of appraising alternatives

#### 4. Managing and Anticipating Change

- trends and predictions
- the “snowball effect” of change

#### 5. Preparing for the Future

- ways of maintaining social ties
- ways of coping with a mobile society
- the predictions of futurists

---

### Sample teaching and formative-evaluation strategies

- Have students analyse four or five photographs of one person taken over a period of several years and list the changes that have occurred in the person’s physical appearance.
- Discuss with the class the probable reactions of people of various levels of maturity to disappointing, frightening, annoying, and crisis situations.
- Have students write questions that explore how the increase in the average age of people will affect our society. Questions could focus on the implications for: medical insurance costs, demands for family support, pressure on hospital and nursing-home facilities, retirement funds, fashion, demand for luxury items. Students then select the “best” questions from the list and discuss possible answers.
- Trace, with the class, the developmental and other changes in a piece of machinery, sports equipment, or other item over time. The class then prepares a display illustrating changes and improvements.
- Have students use simplified statistics (for example, consumer trend charts, population figures, divorce figures, OHIP expenditures) to formulate hypotheses about future conditions.
- Provide small groups of students with a variety of “What if?” scenarios (e.g., “What if the price of oil triples?”). Students then propose possible effects that demonstrate the “snowball effect” of a major change in one aspect of society.
- Have students use a city or country wall map and string of various colours to show where they have lived and/or moved during their lives. This might develop into a bulletin-board display.



– Have students examine how tastes in society change by reading about and listening to the popular music of different decades (e.g., the fifties, sixties, seventies, and eighties). Students then prepare a comparison chart similar to the one shown below and use it as a basis for developing generalizations about how music has changed. Students consider what their generalizations reveal about the process of change.

*How has popular music changed in the last four decades?*

Decade	1950s music	1960s music	1970s music	1980s music
Categories of comparison				
lyrics				
beat				
messages in songs				
groups in society to whom the messages appeal/don't appeal				
instruments played				
singers				

**Sample summative-evaluation strategies**

- Have students write three questions about the implications of raising the legal drinking age or the legal driving age to twenty-one. Students then exchange questions with a partner and select their partner's "best" question. This can be a form of peer evaluation.
- Have students use the classified advertising section of the newspaper to locate information about the job opportunities in their town or city. Students then develop a chart or graph showing the five most available types of jobs.

.....  
**Advanced Level**

.....  
**Overview**

Advanced-level courses should examine the individual and society by focusing on the concepts of co-operation, tolerance, and change. The emphasis is on helping students to develop their cognitive skills and to co-operate with others in the planning, sharing, and decision-making processes. To acquaint students with some features of small-group dynamics, teachers should provide opportunities for small-group activities.

.....  
**Units**  
.....

	Minimum Time Allotment %
1. Personal Identity	20
2. The Multicultural Society	20
3. The Individual in Society	20
4. Change/Future	20

The time remaining, if minimum times are used, must be allocated to extended studies of the units above, or to current events.

.....  
**Major Objectives**  
.....

**Cognitive skills**

The major cognitive-skills objectives outlined on pages 9-15 apply to advanced-level courses developed from "Living in a Changing World".

.....  
**Attitudes**

- Students should develop:
- self-confidence and self-esteem;
  - sensitivity to the rights, needs, opinions, and concerns of others;
  - confidence in processing and communicating information and ideas;
  - appreciation of the value of abstract thinking;
  - appreciation of the value of studying the past in order to understand the present and the future;
  - appreciation of the need for personal, educational, and career goals.

**Knowledge**

Students should develop an understanding of:

1. Personal Identity
  - the concept of the uniqueness of individuals;
  - some of the major theories of personality development;
  - the concepts of tolerance, co-operation, and change, as illustrated in examples;
  - different ways people respond to specific situations;
  - the concepts of bias, sex discrimination, prejudice, preference, and values, as illustrated in examples;
  - the relationship between values and behaviour.
2. The Multicultural Society
  - the ethnic make-up of the class and of the school and local communities;
  - the dominant elements of their own cultural heritage;
  - contemporary immigration patterns;
  - the push-and-pull factors of immigration;
  - the steps in the process of becoming a Canadian citizen;
  - the norms and values of different ethnic groups in Canada;
  - the meaning of such terms as: culture shock, acculturation, discrimination, racism, assimilation, integration, cultural mosaic, melting pot;
  - the political, economic, and cultural contributions to society of several cultural groups in Canada;
  - the significance of the policy of multiculturalism to life in Canada and to Canada’s relations with other countries.

3. The Individual in Society
  - their own needs;
  - a hierarchy of needs;
  - the meaning of the terms “norms”, “customs”, and “institutions”;
  - the major norms, institutions, and other culture carriers in Canadian society;
  - ways in which the concepts of co-operation, tolerance, conflict, compromise, and change apply in situations of individual and group needs;
  - the needs of individuals in sample historical and contemporary societies;
  - ways in which conflict, tolerance, sex equity, and co-operation affect relationships between individuals.
4. Change/Future
  - the physical, emotional, and social changes that occur as people age;
  - the impact of technological change on individuals and society;
  - factors contributing to societal change;
  - factors contributing to continuity in society;
  - the difference between a short-term trend and a long-term change;
  - the meaning of statistical data used to explain trends and changes;
  - factors affecting possible educational, career, and life goals;
  - reasons why personal interests, beliefs, and values change.



.....

**Sample Unit 4.**  
**Change/Future,**  
**advanced level**

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for advanced-level courses developed from this program are prescribed.*

.....

**Description**

In earlier units dealing with the individual and social roles, students acquired a basis for understanding the constantly evolving situations of contemporary life. In this unit, students examine the factors affecting change and consider how they can successfully manage change. This investigation should help students prepare for and select careers and develop an increasingly independent approach to their studies.

.....

**Unit objectives**

.....

**Cognitive skills**

Students should be able to:

.....

	I	D	E
.....			
– generate a list of questions about factors that influence change in society		x	
.....			
– use factual, comparative, decision-making, and speculative questions about change and the future		x	
.....			
– locate sources of information within their community dealing with functions or services available for senior citizens		x	
.....			
– locate information within their community about people who have lost their jobs or about support services for the unemployed		x	
.....			
– develop generalizations about social functions or services available to seniors		x	
.....			
– make predictions about how past and future generations would react to their scrapbook of impressions of life today		x	
.....			

- I – Introduce  
D – Develop  
E – Extend

.....  
**Attitudes**

Students should develop:

- willingness to consider alternatives;
- sensitivity to the rights, opinions, and concerns of others;
- the ability to enjoy abstract thinking, assessing divergent ideas and interpretations, and solving personal and academic problems;
- willingness to set short- and long-term goals.

.....  
**Knowledge**

Students should develop an understanding of:

- physical, emotional, and social changes that occur as people age;
- the impact of technological change on individuals and society;
- factors contributing to societal change;
- ways in which humans react to situations involving change;
- ways in which society has learned from change;
- the difference between a short-term trend and a long-term change;
- the meaning of the term “future shock”;
- the meaning of statistical data used to explain a trend and a projection;
- methods of planning career and life goals.

**Topics**

**1. Change in the Individual**

- physical changes
- emotional maturation
- social maturation
- intellectual maturation
- stages of life

**2. Factors Influencing Change in Society**

- natural disasters, technology, demographic changes, war, as illustrated in examples
- the impact of technological change on individuals and society, as illustrated in case studies

**3. Learning From Change**

- ways of assessing personal experience
- ways of applying accumulated learning
- ways of assessing trends and predictions
- ways of applying statistical analysis
- ways of appraising alternatives

**4. Preparing for the Future**

- ways of anticipating change
- ways of forecasting change
- ways of avoiding “future shock”
- the steps in making a personal plan for the future

**Sample teaching and formative-evaluation strategies**

– Have students research and compare the range of organized social functions or services available to senior citizens in the local community, examining such factors as type, location, costs, accommodation, frequency, time, and availability of transportation. Students then compare the examples using an organizer similar to the one that follows. When they have completed their comparison, students develop generalizations about the available functions and list other kinds of support services and organized social activities that are needed for senior men and women in their community.

*How effective are the social functions or services offered to seniors in our community?*

Functions or services	A	B	C	D
Categories of comparison				
accommodation				
location				
costs				
time				
frequency				
availability of transportation				

- Have students develop a personal timeline for career and personal goals, noting times when special training, retraining, or information gathering will be necessary. The school guidance counsellor could be asked to direct students to sources of information.
- Have students write questions about the factors that influence change in society. Working in small groups, students then study and report on the effects of any one factor.
- Have students discuss, in groups, how the lifestyles of Canadians would change if a very inexpensive energy alternative (for example, fuel made from leaves) were discovered.



– Have students put together a scrapbook to give an impression of contemporary values, customs, activities, and concerns, and ask them to imagine how their parents or grandparents would have reacted to these things at age fourteen and/or to predict how their children will react to these things in the future. This activity can be expanded to include a detailed comparison showing changes in values, customs, activities, and concerns at different points in time. The information may be organized as follows:

Reactions of . . .		my parents	me	my children
Categories of comparison				
values	heroes			
	important things			
	right/wrong			
customs	clothes			
	hair styles			
	family activities			
activities	sports			
	leisure			
	work			
concerns	life goals			
	world concerns			

- Have students discuss their anticipated reaction if they were to lose their source of income. Students might write to fictitious friends describing how their lifestyles (entertainment, housing, consumer purchases) have changed. For a follow-up, half the students then research some real cases of people who have lost their jobs. The others research the societal support for such people through such things as job-training programs, unemployment insurance, welfare, public housing, and other social services. The class then discusses or debates whether society does too much, too little, or just enough for people who lose their jobs.
- Have the students use case studies to explore the effectiveness of public inquiries and organized protests in stimulating change. Examples such as consumer legislation and industrial and transportation safety regulations could be used.

Sample summative-evaluation strategies

- Have students develop a list of sources of information for career planning. Teachers then assess the scope and the appropriateness of the list.
- Provide students with two recent examples of elections, technological innovations, population changes, or wars/revolutions/civil strife. Students then predict three societal changes that are likely to occur because of the events.



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